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ABSTRACT

This curriculum guide was developed to help teachers use the new textbook adopted by Texas in 1991-92 for teaching the 1-semester Principles of Marketing course. The guide is organized in four sections. The first section contains information on using the curriculum guide, including an overview, sample lesson plans and other worksheets, suggestions for adapting instruction for special needs students, and information on the Texas teacher appraisal system. Section 2 contains the following materials for developing a scope and sequence: a description of the text and supporting materials, correlations of specific essential elements of the curriculum to the text, assignments correlated to essential elements, resource materials, overview of a recommended scope and sequence, and worksheets for planning a scope and sequence. The third section contains instructional planning sheets based on chapters, with elements, comments, chapter goals, and subheads. The fourth section contains individual planning sheets for each essential element and its subelements. Specific chapters and objectives are cited for each subelement. Planning sheets include comments on chapters, indicators of chapter content, suggested related materials, content, and assignments. (KC)

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PRINCIPLES OF MARKETING

CURRICULUM GUIDE

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Curriculum Guide for Principles of Marketing

A One-Semester Cluster Course for Marketing Education

By

Jim Cockrum

Published by

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Division of Continuing Education

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Contents

Acknowledgments iv

Section One: Using This Curriculum Guide 1

How to Use the Curriculum Guide • Blank worksheets for planning lessons, documenting TAAS requirements, and recording instruction on and mastery of essential elements • Adapting Instruction for Special Needs Students • The Texas Teacher Appraisal System

Section Two: Materials for Developing a Scope and Sequence 41

Description of textbook and its support materials • Chapters in the text, correlated to specific essential element • Correlation chart listing elements, and citing specific chapters for each element • Scope and sequence recommendations, as a brief overview and in a more detailed version with space for dates and notes • Worksheets for teacher's overview and detailed scope and sequence

Section Three: Instructional Planner Sheets Based on Chapters in *Principles of Marketing, Second Edition* 59

Individual planner sheets for chapters, with elements, comments, chapter goals, and subheads • One sheet for each chapter, front side only

Section Four: Essential Element Sheets for Principles of Marketing 105

Individual sheets for each essential element and its subelements • Specific chapters and objectives cited for each subelement

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Section One

Using This Curriculum Guide

- How to Use the Curriculum Guide
- Blank Worksheets for Teacher Convenience
  - Lesson Plan Worksheet
  - Lesson Planning Sheet I
  - Lesson Planning Sheet II
  - Information Lesson Plan
  - Affective Development Outline
  - Lesson Plan for a Task/Procedure/Psychomotor Skill
  - Activity Related to Texas Assessment of Academic Skills
  - Essential Elements Record/Principles of Marketing
- Adapting Instruction for Special Needs Students
- The Texas Teacher Appraisal System

How to Use the Curriculum Guide for the Principles of Marketing Course

This guide will help teachers decide how best to use the new textbook (*Principles of Marketing, Second Edition*) adopted by Texas in 1991–92 for teaching the one-semester, half-credit course titled Principles of Marketing. The most useful features from the earlier curriculum guide are included here, but changes have been made to accord with the new text. Four factors influenced the changes.

(1) With two exceptions, teachers no longer need to be concerned about addressing the common essential elements for Marketing Education. The only common elements now considered tentatively relevant for the Principles of Marketing course are those on leadership and on safety, and they may be covered in other courses instead.

(2) The state-adopted textbook addresses all the essential elements now specified for Principles of Marketing.

(3) Support materials from the publisher of *Principles of Marketing, Second Edition* help address instructional requirements such as those for developing higher level thinking skills and academic skills. The text and its related materials should be sufficient for presenting the course. The only other materials identified in the guide are several from EIMC-Educational Resources, which teachers may already have and be accustomed to using.

(4) The teacher's manual includes an outline for each chapter, its goals, answers to questions and activities, marketing definitions, minicases, and transparency masters. The *Manual* will be the most useful resource for planning lessons. (*Note:* The *Manual* uses the term "goals" rather than "objectives.")

Developing a Scope, Sequence, and Schedule

Section Two includes a recommended scope and sequence. Teachers may want to use it as it is, modify it, or replace it. To simplify all three alternatives, the following materials are provided.

- A description of the text and a list of all the chapters in the text are provided first. The list cites the specific essential elements that each chapter addresses.
- A correlation chart shows which chapters relate to specific essential elements for the course. Quite often *Principles of Marketing, Second Edition* contains several chapters that address the same element in different ways.
- A short overview of a recommended scope and sequence identifies the elements addressed by each chapter, and shows that all of them are covered by the chapters recommended.
- A one-page blank form provides work space for the teacher to use in developing a revised scope and sequence.
- The recommended scope and sequence is provided next on several pages of worksheets that can be used as an actual schedule for instruction. On each page the left column provides space for dates of instruction. The center column shows text chapters in the recommended scope and sequence. The right column is blank for the teacher's notes and activities on each week's chapter(s).
- A set of blank, three-column worksheets is provided for teachers who wish to develop a different scope and sequence. It provides more space than the overview, for additional notes.

Developing and Presenting Instruction

The materials in Sections Three and Four will assist teachers in making other instructional decisions. These sections approach analysis from opposite directions. **Section Three** is arranged for the teacher who plans to present entire chapters in a selected sequence but keep track of when and how each essential element is covered. **Section Four** is arranged so a teacher who

decides to teach an entire element at once can see which chapters contain materials that need to be covered. However, any analysis or synthesis should involve looking at both sections, to anticipate problems or strengthen instruction.

Section Three has a set of instructional planner sheets, one for each chapter in the text. Each provides a brief overview of content compared to elements. Each should be helpful for initial planning as well as for quick review during the course of the year. The sheets may be copied, perhaps in color, so they can then be rearranged in the desired order and used as front sheets for lesson plans.

Section Four has individual sheets to help analyze how each essential element will be covered using the textbook and other sources. Each sheet identifies the chapters in the state-adopted textbook that address the element. Only the specific objectives related to the element are given for each chapter, so the teacher can analyze how content unfolds when the text is covered sequentially. In *Principles of Marketing*, elements are often touched on in several different chapters, but in varying detail and for different purposes. The more indirect and repetitive occurrences are not cited.

Addressing the Cognitive, Affective, and Psychomotor Domains

Marketing teachers teach information, attitudes, and physical skills. For specific essential elements, teachers need to consider objectives that address cognitive, affective, and psychomotor learning. This approach will offer opportunities for extending the boundaries of usual teaching methods, because both cognitive and affective objectives often require going beyond simple knowledge responses to higher levels of thinking.

Actual tasks and specific jobs often require some mastery in all three domains and could be good starting points for determining the method of instruction. Instruction in each of the three domains has special considerations.

Cognitive. Most lesson plans and lesson plan worksheets are designed for objectives related to the cognitive domain, since the mastery of information is a common objective in marketing education. The strategies used are well known.

Affective. Developing appropriate attitudes often requires not only presentation of information, but also subsequent reinforcement and a final evaluation of progress. The evaluation should be based on selected criteria. Specific ME essential elements often present situations for which affective objectives should be stated and met. This development of attitudes can and may take place over a period of time. Later in this section you will find a form, titled "Affective Development Outline," that can help you plan for and foster such development.

Psychomotor. Development of physical skills is probably the least often encountered ME objective, yet in some situations it is vital. Psychomotor skills development is commonly related to the learning of procedures and tasks. The lesson plan later in this section—often used in teaching tasks, procedures, and psychomotor skills—can be helpful whether or not a high degree of physical skill is needed. Many procedures and tasks involve the mastery of steps and key points, this lesson plan's basic design feature. The form can also be used to correlate the procedure to other instruction, such as covering related information and related TAAS objectives. Although some procedures to be learned require minimal physical skill, it is important to state the criteria for success. For example, a speed-plus-accuracy requirement might be one of the standards for using a cash register.

Additional Instructional Responsibilities

Marketing Education teachers are responsible for adapting instruction for special needs students, assisting students in developing higher level thinking skills, and reinforcing basic academic skills. Teachers are also accountable for their teaching skills and for the results of their instruction. Assistance in these various enterprises is provided in several ways.

- **Academic and thinking skills**. The textbook and its support materials can be useful in reinforcing basic academic skills and addressing higher level thinking skills. A *Marketing Projects Workbook* from the publisher offers opportunities for reinforcing both academic and thinking skills.

    - **Academic skills.** Blank worksheets with checklists of the objectives of the Texas Assessment of Academic Skills (TAAS) are provided at the end of this chapter. They are simple checklists with space to describe the activity and how it fits with other instruction. Educational Resources' *Balancing the Curriculum for Marketing Education* is a student activity book designed specifically to help reinforce basic skills while teaching the ME essential elements. Although based on earlier elements, the book's activities are directly applicable to the new ME and common essential elements. A teacher's guide is available for it.

    - **Thinking skills.** One of the most significant outcomes for general education, vocational education, and especially Marketing Education is that students should develop thinking skills beyond those of rote memory. Today, most materials stress such skills, and most materials and methods reflect Benjamin Bloom's plan for organizing instruction so that it promotes thinking at all levels (*A Taxonomy of Educational Objectives in the Cognitive Domain*, David McKay Co, Inc., 1956). This structural plan consists of six cognitive levels, the lowest being the least complex and the highest the most complex. The six levels are knowledge, comprehension, application, analysis, synthesis, and evaluation. Each of the levels builds on the one preceding. Thus, students must be led sequentially through them, extending their way of thinking at each step. Figure 1 shows Bloom's Taxonomy. Probably the most "teacher-friendly" activities for developing thinking skills are to be found in Educational Resources' *Higher Level Thinking in Marketing Education.* Developed by teachers, the book both explains each concept and provides specific activities based on Marketing Education content. This simplifies the task of making the reinforcement of such skills a part of cohesive instruction. An activity book and a teacher's guide are available.

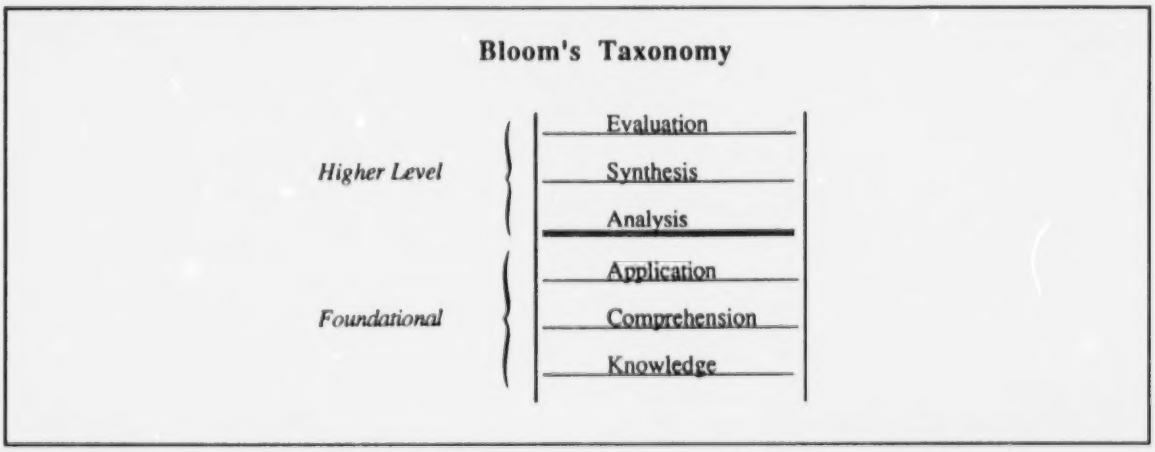

Fig. 1. Foundational thinking skills must be learned before higher level thinking can take place.

- **Instruction for special needs students.** This usually requires additional efforts by the teacher, and these are addressed later in this section.
- **Teaching skills.** The Texas Teacher Appraisal System (TTAS) and its evaluation instrument are used for evaluating teacher skills. The TTAS is covered in a later section, but

lesson plans for it are included in this section. Using one of them can help ensure that recommended strategies are used. The textbook as well as its support materials may assist in meeting the requirements of the TTAS.

- **Essential elements coverage.** Teachers are responsible for ensuring that all the elements are covered and that every students masters each one. The end of this chapter has a two-purpose form to aid in meeting those responsibilities.

Lesson Plans and Other Worksheets

There is no standard form for lesson plans, although some schools and districts may have a required form. However, the forms that follow may prove useful in various ways, either directly or by helping tthe teacher design a personal approach. The forms are at the end of this section; they may be copied freely.

(1) **The Lesson Plan Worksheet** combines the basic structure of traditional formats with current terminology and instructional strategies. For that reason it should be helpful in relation to the TTAS. It is designed to be used for one class period. The worksheet has three main sections (see fig. 2). The first section is the heading, which provides space for listing the essential element(s), TAAS objectives, the curriculum document, and lesson outcomes/objectives. The second section provides spaces for recording which of the seven strategies will be used in the lesson: (1) focus activity, (2) explanation/check understanding, (3) guided practice exercise, (4) checking mastery, (5) independent practice, (6) extension, and/or (7) closure. Space is provided to check what will be done with each strategy and to write brief notes about it. The third section provides space for describing a sponge activity that can be used if time is available.

(2) **Lesson Planning Sheet I** is a variation of the first form. Descriptive notations tell how each part of the plan meets specific criteria of the TTAS. Teachers who use this sheet usually have it on a computer so it can be expanded by adding space between the categories.

(3) **Lesson Planning Sheet II** is correlated to the TTAS, but only by codes, such as (6a-n). It also is more useful with a computer.

(4) **The Information Lesson Plan** is for teachers who prefer an older form. It is used if cognitive objectives are to be addressed.

(5) **The Affective Development Outline** is designed to help teachers address attitude development. It may not be relevant for this course and is provided primarily for information.

(6) **The Lesson Plan for Task/Procedure/Psychomotor Skill** is based on the familiar five-step lesson plan. Even if physical skills are not involved, it may be useful for teaching step-by-step procedures, such as selling. It may or may not be relevant for this course and is provided for information.

(7) **The worksheet for TAAS-based activities** provides both a convenient reference and a basic form for describing an activity and noting which TAAS objective it addresses. A teacher can review the information on the sheet, mark the appropriate skills, then describe the activity at the bottom of the sheet or elsewhere. The form can help ensure that an activity developed for a particular need can be located and used again.

(8) **The Essential Elements Record** should make it easier to (a) record when relevant instruction is given and (b) record each student's mastery of each element. The heading is blank so the teacher can indicate the purpose the form is to achieve. The space before each element is for recording data the teacher deems important.

Lesson Plan Worksheet

Essential Element(s) (8)(A) TAAS Objective Written-4 Curriculum Guide IP-Ch. 13
Desired Outcomes/Objectives: At the conclusion of the lesson, the student will be able to—
(1) define promotion (2) give 5 elements of promotional mix
(3) list 4 factors which affect mix (4) list 4 retail promotional methods (5) discuss limitations of retail promotion

Focus Activity: Show several products or pictures of products. Ask students to list or all the places that they have heard of each product.
a. Task for lesson: is to explain each element of promotion and how they can be combined to develop a promotional mix
b. Value of lesson to student is: the development of an understanding of the importance of promotion in generating sales and how parts of mix work together to stimulate sales.

Explanation/Check Understanding:
a. X Lecture/discussion TRM 2 Overhead use ___Demonstration data Promo elements list
b.___ Curriculum guide 223-37 Pages in text data Definitions, factors affecting mix
c.___Modeling (teaching will) After teacher presentation, a class discussion of Marketing in Action on 237-8 will take place, with students fielding questions.
d.___ Key questions to check understanding
1. Use questions for discussion from page 238

Guided Practice Exercise:
X Exercise copied from overhead ___Handout worksheet no.___ ____Copy from board
___Read sample problems
Description, notes Show TRM 2 again, or copy and use as a handout. Have students select a store and write in examples of each type of promotion it should use beside each of the segments in circle. Have them estimate how much of the store's total effort might go to each segment.

Fig. 2. Page 1 of a sample completed Lesson Plan Worksheet

Checking Mastery: (Learning Progress)
X View each student's work __Have students check and signal correct
Notes: Use publisher's achievement test for the chapter.

Independent Practice: (reteach those needing help while others work)
___Worksheet No.____ X Copy from overhead no.____ __Copy from board ___Copy as dictated
___Reteach worksheet/outline no. ___
Provide handout with minicases from pages 238-9, or assign from book. Have students write short reports on what they would do for one or more cases.

Extension: (Enrichment/Application)
___Worksheet No.__ X Other Fashion Merchandising Promotion Plan—DECA Guide criteria
Describe how this activity makes relevant application of the lesson Student will develop a total plan to include mix and budget plans plus justify choices.

Closure: (Restate the learning)_____

Method used to involve learner in the summary: Have one student list the possible elements of a promotional mix. Have another student list the factors that could affect the development of the promotional mix

Sponge Activities: Sponge focus activity no.____Other sponge activity no.____

Materials Required:

Text Chapter 13, teacher's manual
TRM 2

Fig. 2. Page 2 of a sample completed Lesson Plan Worksheet

Lesson Plan Worksheet

Essential Element(s)_____ TAAS Objective _____ Curriculum Guide_____

Desired Outcomes/Objectives: At the conclusion of the lesson, the student will be able to—

_____

_____

Focus Activity: _____

_____

_____

a. Task for lesson: _____

_____

b. Value of lesson to student is: _____

_____

Explanation/Check Understanding:

a. ___Lecture/discussion ___Overhead use ___Demonstration data_____

b. ___Curriculum guide ___Pages in text data_____

c. ___Modeling (teaching will)_____

_____

_____

_____

d. ___Key questions to check understanding:

1. _____
2. _____
3. _____
4. _____
5. _____

Guided Practice Exercise:

___Copy exercise from overhead __Hand out worksheet no. ___ ___Copy from board

___Read sample problems

Description, notes_____

_____

Checking Mastery: (Learning Progress)

___View each student's work ___Have students check and signal correct

Notes:_____

_____

Independent Practice: (reteach those needing help while others work)

___Worksheet no.___ __Copy from overhead no._____ ___Copy from board ___Copy as dictated

___Reteach worksheet/outline no. _____

_____

_____

Extension: (Enrichment/Application)

___Worksheet no.___ ___Other_____

Describe how this activity makes relevant application of the lesson_____

_____

Closure: (Restate the learning)_____

_____

_____

Method used to involve learner in the summary:_____

_____

Sponge Activities: Sponge focus activity no._____ Other sponge activity no.___

Materials Required:

Lesson Planning Sheet I

SUBJECT:
UNIT:

EE #:
TAAS:
Objective #:

TEACHING, DESIRED OUTCOMES/OBJECTIVES:
The student will be able to:

LEARNING EXPERIENCES:
The student will have the opportunity to:

ANTICIPATORY SET/FOCUS: (2a-communicates learning expectations, 3a-secures students' attention, 4a/6a-begins inst promptly/with appropriate introduction, 6c-relates content to prior/future learning, 8a-relates content to student interest/experience, 9d-establishes rapport)

_____ Focus Attention
_____ Provide Practice
_____ Diagnostic

EXPLANATION/MODELING: (1b-interacts w/students, 2d/8c-reinforces, 6a-begins w/appropriate activity, 6b-appropriate sequence, 6d-definition concepts/description of skills, 6e-elaboration/critical attributes, 6f-stresses generalization/principle/rule, 7b-explains clearly, 7c-stresses important points/dimensions of concept, 7d,e-uses correct grammar/language, 8b, d-emphasizes importance/challenges)

CHECKING FOR UNDERSTANDING: (1c-solicits student participation, 2b-monitors students' performances, 2c-solicits response/demo for assessment, 2d reinforces correct responses, 7e-clarifies student misunderstanding, 9a-avoids sarcasm)

GUIDED PRACTICE: (2c-solicits response/demonstration from specific students for assessment, 3c-clear adminstrative directions, 1f/4b-implements appropriate sequence of activities, 4d-maintains forcus, 9b,d-maintains courtesy/supportive environment)

INDEPENDENT PRACTICE: (2b-monitors students' performance, 4b-implements appropriate sequence of activities, 4e-keeps students engaged, 6q-provides for application, 7e-clarifies student misunderstanding)

CORRECTIVES AND/OR EXTENSIONS: (2e-corrective feedback, 2f-reteaches, 4e-keeps students engaged, 9c-encourages slow/reluctant learners)

CLOSURE: (6h-closes instruction appropriately, 6c-relates content to prior/future learning, 9b-emphasizes value/importance of the activity or content)

MATERIALS USED: (1a-varies activities, 3b-uses procedures/routines, 3d-appropriate seating, 3e-has materials, aids, facilities ready, 4e-keeps students engaged)

MATERIALS NEEDED:

Lesson Planning Sheet II

SUBJECT:
UNIT:

EE #:
TAAS
Objective #:

OUTCOMES/OBJECTIVES:
(6a-h)
The student will be able to:

PURPOSE:

FOCUS:
(2a, 3a, 4a, 6a, 6c, 8a, 9d)

_____Focus Attention
_____Provide Practice
_____Diagnostic

INDEPENDENT PRACTICE:
(2b, 4b, 4e, 6g, 7c) (Mastery = %)

SUPERVISED PRACTICE:
(2c, 3c, 1f/4b, 4d, 9b,d) (Mastery = %)

EXPLANATION:
(1b, 2d/8c, 6a, 6b, 6d, 6e, 6f, 7b, 7c, 7d, 8b,d)

MODELING:

MONITORING:
(Knowledge/Comprehension) (1c, 2b, 2c, 2d, 7e, 9a)

CORRECTIVES AND/OR EXTENSIONS:
(2c, 2f, 4e, 9c)

CLOSURE:
(6h, 6c, 9b)

MATERIALS USED:
(1a, 3b, 3d, 3e, 4e)

MATERIALS NEEDED:

Information Lesson Plan (Current Terminology)

(Used to meet cognitive objectives)

Essential Element _____

Subelement _____

Unit _____

Topic _____

Outcomes/Objectives _____

_____

_____

Related TAAS Objectives _____

Introduction (Focus—do activity; state task for lesson and value of lesson)

_____

_____

_____

_____

_____

Method (Explanation/check understanding, guided practice exercise, others)

_____

_____

Learning Activity (Various strategies, activities)

_____

_____

_____

Resources (Resources include lesson planner #, text, others)

_____

_____

_____

Evaluation (Checking mastery)

_____

_____

_____

Summary (Closure)

_____

Affective Development Outline

Essential Element _____

Subelement _____

Directions: This form provides a way to plan instruction for one essential element/subelement that involves the affective domain. For example, (2)(G) in (a) "common elements" is "Recognize the dignity in work." Attitudes like that are often developed over a period of time by (1) presenting information, (2) reinforcing its importance later, (3) providing students situations and time to practice and develop, and (4) using selected criteria to judge whether a change in attitude has taken place.

(1) Title and location of lesson plan(s) that will include information related to this element and subelement

_____

_____

_____

_____

_____

(2) Anticipated opportunities for reinforcing importance of this element and subelement

_____

_____

_____

_____

_____

(3) Ways in which students can practice or perform element/subelement

_____

_____

_____

_____

_____

_____

(4) Criteria for deciding and observing when student has mastered element/subelement

_____

_____

_____

_____

_____

_____

_____

Lesson Plan for a Task/Procedure/Psychomotor Skill

Element _____

Subelement _____

Related information lesson _____

Related TAAS objective _____

Procedure or task name _____

Purpose of procedure or task _____

Criteria (standards) for success _____

_____

Materials _____

Teaching aids _____

References _____

_____

I. Preparation (Focus—state purpose of procedure, its value, and how learning is to take place)

_____

_____

_____

_____

II. Presentation (Explanation/check understanding, modeling, demonstration, others)

Steps in the task or procedure	*Key points about each step that can make a difference between success and failure*

Steps in the task or procedure	*Key points about each step that can make a difference between success and failure*

III. Application, practice by students under close supervision
(Guided practice exercise, independent practice)

IV. Test performance of procedure or task to acceptable standards (Checking mastery)

V. Summary of what was learned and its significance (Closure)

Activity Related to Texas Assessment of Academic Skills

for_____

English Language Arts

Reading Comprehension

_____ 1. determine the meaning of words
_____ 2. identify supporting ideas
_____ 3. summarize written notes
_____ 4. perceive relationships and recognize outcomes
_____ 5. analyze information to make inferences/generalizations
_____ 6. recognize points of view, propaganda, and/or fact and nonfact

Written Communication

_____ 1. respond appropriately to the purpose/audience in a written composition
_____ 2. organize ideas in a written composition
_____ 3. demonstrate control of the English language in a written composition
_____ 4. generate a written composition which develops and supports a central idea
_____ 5. recognize appropriate sentence construction
_____ 6. recognize appropriate word usage
_____ 7. recognize within the context of a written passage (a) the correct spelling of words, (b) correct capitalization, (c) appropriate punctuation

Mathematics

Domain: Concepts

Demonstrate an understanding of:

_____ 1. the concepts of numbers
_____ 2. mathematical relations, functions, and other algebraic concepts
_____ 3. geometric properties and relationships
_____ 4. measurement concepts using metric and customary units
_____ 5. probability and statistics

Domain: Operations

Demonstrate skills, concepts, applications for:

_____ 1. addition
_____ 2. subtraction
_____ 3. multiplication
_____ 4. division

Domain: Problem Solving

_____ 1. estimate solutions
_____ 2. analyze problems and identify solution strategies
_____ 3. express problems using mathematics representations
_____ 4. evaluate the reasonableness of problem solutions

Essential Elements Record/Principles of Marketing

Space before each item is provided for information on instruction and/or mastery.

(1) The Marketing Process

_____ (A) define *marketing*;
_____ (B) understand the marketing concept;
_____ (C) identify the functions of marketing; and
_____ (D) analyze the marketing mix.

(2) Characteristics of the Marketplace

_____ (A) identify the types of goods;
_____ (B) define the types of businesses;
_____ (C) explain the concept of target markets and market segmentation; and
_____ (D) understand what motivates consumers to buy.

(3) Marketing Research

_____ (A) analyze marketing problems;
_____ (B) determine the methods of collecting data; and
_____ (C) describe how market research information may be interpreted.

(4) New Product Ideas

_____ (A) understand how new products are developed;
_____ (B) describe how new products are tested;
_____ (C) explain product life cycle;
_____ (D) explore new product branding, labeling, and packaging strategies; and
_____ (E) recognize that services are products.

(5) Product Pricing

_____ (A) understand product pricing as a marketing strategy;
_____ (B) determine the factors affecting price;
_____ (C) identify the goals of pricing; and
_____ (D) explain various pricing strategies.

(6) Marketing Institutions

_____ (A) recognize the characteristics of retailers;
_____ (B) identify the characteristics of wholesalers;
_____ (C) explain the characteristics of agents and brokers; and
_____ (D) determine the most suitable channel of distribution for products.

(7) Physical Distribution

_____ (A) investigate the various modes of transportation used to move products; and
_____ (B) discuss storage and warehousing of products.

(8) Promotional Mix

_____ (A) understand the importance of promotion in stimulating product demand;
_____ (B) explain personal selling as a method of promotion; and
_____ (C) identify various kinds of nonpersonal selling.

(9) Marketing Management

_____ (A) explore the role of marketing management in achieving business goals;
_____ (B) investigate how marketing plans are developed;
_____ (C) discuss the organization of marketing department staff; and
_____ (D) understand that reducing business risk is a major goal of business.

(10) Career Planning

_____ (A) learn the sources for securing marketing career information;
_____ (B) develop a tentative career plan;
_____ (C) examine the educational needs for achievement of career selected; and
_____ (D) develop an educational and training plan to accomplish the career plan selected.

Common Essential Elements for Marketing Education (not required)

(1) Leadership Concepts and Skills

_____ (A) demonstrate skills, characteristics, and responsibilities of leaders and effective group members;
_____ (B) demonstrate a knowledge of parliamentary procedure principles;
_____ (C) plan and conduct leadership activities; and
_____ (D) prepare for effective citizenship and for participation in our democratic society.

(4) Safety and Safe Working Conditions

_____ (A) identify and apply safe working practices to all training situations.

Adapting Instruction for Special Needs Students

The primary purpose of this unit is to provide the vocational teacher with strategies and techniques that will be useful when teaching students with special needs. It is important to remember that the methods and approaches used with non-special needs students may not be very effective with students who have special needs. Therefore, **individualizing** instruction is vitally important in the successful instruction of special learners.

LEARNING STYLES

Each special learner has unique needs, and these needs affect how the student can best learn. For example, if a student is blind or has difficulty with "visual" learning, the instructor should stress the learner's senses of hearing and touch. If the student is deaf, the instructor should involve the learner's sense of sight. Therefore, the manner in which a student with special needs learns ceases to be a preference and becomes instead a **necessity**. Further, one of the main philosophies behind individual learning styles is that learning should be a pleasant and successful experience. Teachers, therefore, should adjust their style of teaching to allow students the benefit of learning in their preferred manner.

The following are methods a teacher can use to identify a student's learning style:

1. **Informal observation.** A simple and possibly the best way to identify a student's learning style is through informal observation. By observing the student as he or she negotiates classroom/laboratory learning activities, the teacher can collect valuable information about the student's learning style. For example, the teacher may observe that a disadvantaged student answers questions in class and does well with hands-on activities but repeatedly fails written exams. If the primary intent of the instruction is to teach vocational skills rather than reading and writing skills, the teacher could modify his or her teaching style by allowing the student to take oral and/or hands-on exams.
2. **Teacher consultation.** Consulting other teachers (e.g., special education teachers, resource room teachers, support personnel, paraprofessionals, and other vocational education teachers) can be an excellent source of information about a student's learning style.
3. **Student/parent interviews.** Interviewing the student and student's parents/guardians can result in valuable insights as to the student's best learning modes.
4. **Standardized inventories.** Standardized inventories provide an alternative for students who are shy or uncomfortable during a personal interview. Valuable information can be gained from inventories of a student's interests, personality, and learning style.

INSTRUCTIONAL STRATEGIES

Once the student's vocational goals, learning capability, and preferred learning style have been identified, the teacher can begin to experiment with a **variety** of techniques and materials. When determining which ones are best suited to the student's needs, it is important that the teacher be patient, open-minded, and flexible. Not every instructional technique and/or material can be used

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Note: Adapted from the *Vocational Special Needs Teacher Training Curriculum*, developed at Texas A&M University and available from the Extension Instruction and Materials Center, The University of Texas at Austin. See that publication for additional information.

successfully with each learner. In addition, the teacher should not hesitate to enlist the support of other instructors, school counselors, student aides, paraprofessionals, community volunteers, itinerant teachers, and/or interpreters. Pooling efforts increases the variety of approaches and the level of personal attention, and this improves the student's chances of learning.

GENERAL GUIDELINES AND INSTRUCTIONAL STRATEGIES

The following are general guidelines and instructional techniques which a teacher can use to help meet a special needs learner's unique needs and learning style:

1. **Orientation.** Students with special needs may need additional orientation with regard to: (a) the relevancy of their individualized goals, (b) class procedures, (c) safety, etc.
2. **Flexible pacing.** Students with special needs exhibit different rates of learning. The teacher should be flexible in pacing instruction and assignments to meet the learners' needs. In general, students with special needs should be paced individually to maintain their progress and interest and avoid the frustrations and failure undue pressure may cause.
3. **Demonstration.** The demonstration method can be very effective in introducing a new skill to a learner with special needs.
4. **Breaking material into small, distinct steps.** As a general rule, it is important for the teacher to break a learning concept into small, distinct steps. In this way, he or she can best identify where the student's difficulty lies.
5. **Positive environment and feedback.** In general, students with special needs lack confidence and a positive self-concept. The few successes special learners do enjoy usually result in little, if any, positive reinforcement (e.g., praise, reward, and/or encouragement). Therefore, it is incumbent upon teachers to create a positive, nonthreatening learning environment for their students and to make generous use of positive feedback when the student experiences success. Constructive criticism **should not** be avoided; however, it should be given in a positive manner (e.g., students should understand that their behavior or product is what is being criticized and **not** their worth as a human being). All students must learn that mistakes and constructive criticism are a normal and expected part of life.
6. **Use of peer tutors, college students, and volunteers.** Use of peer tutors, college students, and volunteers can greatly assist a vocational teacher's work with special learners by (a) helping with individualized instruction, (b) providing positive role models, (c) increasing student participation, (d) increasing the special learner's successful experiences, (e) increasing the student's confidence and self-esteem, and (f) improving the special learner's social and academic skills. In return, such assistants gain teaching experience and the satisfaction of seeing the students improve.
7. **Flexible grouping.** The teacher can integrate special needs learners into groups of various sizes (according to the student's goals, interests, or ability level), using assistants to help. Grouping students has the following advantages: (a) it allows the teacher more time to work among the students, (b) it allows the teacher to individualize instruction, (c) it provides special needs learners with an opportunity to work with peers and establish positive relationships with them, (d) it helps motivate special needs learners because the individualized nature of the group work is not threatening or frustrating but allows them to work at their own pace using their strongest learning style, (e) it allows teachers to arrange for instruction for the entire class, small group discussions, project groups, and small remedial sessions so that instruction will be diversified and more meaningful for all students; and (f) it allows the teacher to modify the task or assignment for a small group of students with specific needs, as in the case of learners who have a physical disability.
8. **Providing field trips and job site visits.** Scheduled field trips and job site visits can give all learners a firsthand look into the real world of work. By "shadowing" workers in a particular occupation, students can gain insight into their own career decisions. In

addition, a field trip or job site visit can be very motivational in that the student can readily observe how his/her vocational training will be used in the world of work.

9. **Use of media.** Utilizing media can embellish instruction by (a) assisting the teacher in presenting the proficiency or skill requirements for a specific job, (b) reinforcing concepts presented in a classroom, laboratory, or demonstration activity, (c) providing a way for special needs learners to show what they have learned, (d) providing a valuable source of remedial assistance, (e) providing simulated learning experiences, (g) allowing special needs students to learn through their strongest style, and (h) adding variety to the instructional program. Examples of media include computer-assisted instruction (CAI), 16mm films, filmstrips, flip charts, overhead transparencies, tape recorders, records, posters, magazines, and diagrams.
10. **Use of student-teacher contracts.** Student-teacher contracts can be excellent tools in helping learners with special needs achieve their vocational goals. Use the following guidelines to develop and implement a student-teacher contract: (a) decide on the task or project, (b) specifically state the requirements, (c) determine the minimum acceptable level of accuracy, (d) set a time limit—initially, short assignments and short time periods are usually best, (e) identify consequences, (f) discuss the contract with student and support personnel, (g) have all parties sign the contract, (h) give positive reinforcement if the terms of the contract are satisfactorily met, (i) analyze uncompleted contracts with the student to determine the causes, and (j) develop new contracts cooperatively.

SPECIFIC GUIDELINES AND INSTRUCTIONAL STRATEGIES

The following are lists of specific strategies that teachers can use to address the unique needs of special students. It is very important to note that many of these strategies should be used with all students.

Instructing Students Who Are Mentally Impaired

- Involve as many different senses as possible in the learning process.
- Use concrete, specific terms instead of abstract terms. If necessary, have the student repeat the necessary information to you.
- When giving written directions, use lists instead of paragraphs. To help the student who can barely read, contact the remedial reading staff and arrange instruction. This instruction should focus on required reading for your course and that which is vital for employment.
- Teach by demonstration whenever possible. Don't hesitate to use hand-over-hand assistance when demonstrating how to use a tool or machine.
- Allow time to practice machine and tool processes.
- Break down complex operations into smaller tasks.
- Provide feedback, letting the learner know what is wanted, and whether or not he or she is achieving it. Give lots of positive reinforcement and encouragement. Nonverbal feedback is also helpful (e.g., touching the student or task, pointing, blocking or stopping an error as it is developing, and guiding the learner's movements). In addition, provide specific feedback on the student's work. For example, say, "This piece was cut exactly to the right size," or "You put these two parts together correctly," or "Try another way."
- Build the student's confidence by (a) using activities that will assure success, (b) assigning special tasks that communicate your confidence in the student, (c) giving the student an opportunity to correct his or her work before handing it in, and (d) displaying the student's good work.
- When teaching students how to make correct discriminations, use the "match to sample" technique in which the student is provided an example and a number of choices. The student's choice is based upon the characteristics of the sample.
- When helping the student to make correct discriminations when there are **minimal** differences between the stimuli, it may be necessary to (a) present the choices in an easy

form at first, (b) exaggerate attributes, (c) make the choices gradually harder, or (d) add and then fade out color cue, add and then gradually remove large cue differences, or combine these two approaches.

- You can improve a student's powers of retention and memory by (a) being systematic and presenting one new piece of learning at a time, (b) relating new material to familiar material and keeping it practical and concrete, and (c) using training techniques such as the total task method, chaining, modeling/demonstrating, and the structured overview.
- "Generalizing," or having the student apply what has been learned to the context, can be improved by (a) using examples from different relevant contexts and (b) practicing in settings similar to or exactly like those that will be encountered on the job.

Instructing Students Who Are Hearing-Impaired

- In private, discuss with the student his/her ability to communicate with you (consider lip/speech reading, use of a hearing aid, writing and signing ability, and total communication). An open discussion with the student that demonstrates your concern is an excellent beginning and builds rapport.
- Body language communicates messages, too. Remember not to give mixed messages with your body language. Also, be alert to the body message the student is giving you (e.g., is he/she communicating tension, nervousness, avoidance, or confusion?).
- If you will be working with an interpreter, do not treat the deaf student as if he/she were a third party. Speak directly to the student. Also, remember that the interpreter is ethically bound to interpret everything you say. Therefore, sensitive issues concerning the student are best addressed in a meeting before or after class. If you are using media where the room must be darkened, focus a small lamp on the interpreter.
- Maintain good eye contact with the student while speaking.
- Speak slowly and clearly, pronouncing each word, but without exaggerating or over-pronouncing.
- Do not stand in front of a window while speaking. The light should be shining on your face and not the student's.
- Try to rephrase a thought rather than saying the same words over again.
- Encourage the student to read ahead on class material.
- Try to keep the noise level down as much as possible in the class/laboratory.
- Use handouts, the chalkboard, and other media.
- Install a light to indicate when dangerous machinery is on.

Instructing Students Who Are Speech-Impaired

- Always maintain eye contact and nod your head while the student is talking. This will help the student build confidence.
- Work cooperatively with the speech therapist or communication specialist to determine which technique will help these students to communicate most effectively.
- Encourage peer tutoring and small group activities to help the speech-impaired student develop interpersonal relationships.
- Always allow sufficient time for the student to complete his/her sentence.
- Try not to act uncomfortable when these students are communicating with you (e.g., by discontinuing eye contact, shifting your position, or clearing your throat). Your discomfort can be very discouraging.
- Do not require these students to present oral reports until they feel comfortable in the classroom.
- Use correct sentence structure for the speech-impaired student so he/she can follow your example.
- Develop a list of technical terms used in your class, and share these terms with the speech specialist to help the students become more confident in their pronunciation.

Instructing Students Who are Visually Impaired

- Orient the student to the classroom or laboratory before the course begins. Consistency and orderliness in the physical environment are very important to the visually impaired student.
- Seat the blind student so that he/she will be able to hear the instruction; provide the best distance and lighting conditions for the partially sighted student.
- Provide as many opportunities as possible for the visually impaired student to observe closely or to touch the materials.
- Give materials and handouts to the student ahead of time. A student peer can help by making a carbon copy or a photocopy of the notes. When possible, the teacher can make a copy of the teaching notes. In this way the visually impaired student can review the materials with a tutor, have them transcribed into braille, or have them taped.
- It is important to gain and hold the student's attention. Approval and disapproval must be verbalized.
- Remember that there is no need to talk louder than usual to a visually impaired student.
- Rehabilitation counselors or special needs teachers can be useful resources in helping the student use commercial or modified learning aids and tools.
- Tests may need to be prepared in large print or braille or on cassette tapes, or converted into exercises that call on the sense of touch. Also, it may be necessary to allow the student extra time to complete the test.
- Audiotaping is the most frequently used technique for taking notes or preparing modified learning materials for the visually impaired student.
- Some specially designed machines are now available for the visually impaired student: (a) OPTACON (Optical to Tactile Converter) allows students to read printed material; (b) STEREO-TONER is similar to the OPTACON but converts the printed word into a tone pattern; (c) OPTOPHONE and VISOTACTOR convert print into sound; and (d) the KURZWEIL READING MACHINE converts standard English text on a computer into easily comprehended speech.
- General tools and aids to assist the student in reading or writing lessons for vocational courses include (a) braille, (b) large print, (c) tape recorders, (d) talking books, (e) raised letters, (f) slate and stylus (for taking notes), (g) braille writers (a six-key manually operated machine), (h) typewriters, (i) braille verifiers (type braille and regular copy simultaneously), and (j) signature guides.
- Aids for mathematics and computer programming courses include (a) abacus designed for the blind, (b) raised clock faces, (c) wire geometrical forms, (d) braille rulers, (e) raised-line checkbooks, (f) raised-line boards, (g) braille dominoes, (h) braille flashcards, (i) cubes with raised braille dots for simple mathematical problems, (j) raised-line paper and graphs, (k) computer terminals that use braille printers, or those that type braille and conventional type simultaneously, and (l) talking calculators.
- Aids used frequently in other vocational courses include (a) braille maps, charts, and diagrams, (b) self-threading needles, (c) wooden or cardboard models of specimens that other students see through microscopes, (d) braille micrometers and other shop tools that have raised markings, (e) braille demonstration tapes to mark lab equipment and models, (f) light probes with audible sounds that check the operating status of machines, and (g) guides or templates to help students align objects properly.

Instructing Students Who Are Seriously Emotionally Disturbed

- Consult with the student's parents, special education teacher, or counselor to determine whether any particular teaching techniques will help or hinder learning.
- Try to understand the student. Disturbing behaviors are the outward sign of inner turmoil.
- Go easy on bad days, and avoid direct confrontations that would aggravate the situation.

- Communicate acceptance to the student and a willingness to help him or her succeed in class.
- Provide immediate feedback and reinforcement.
- Establishing rapport and trust with the student is important.
- At the beginning of the semester, help the student gain confidence by giving him or her lessons in which success can be achieved in a series of small steps.
- A measure of privacy when the student attempts a new task can ease his or her embarrassment at any awkwardness or ineptness.
- To ease pressure, allow the student to correct his/her mistakes before turning in an assignment or project.
- Help the student not to overreact to failure, and praise him or her for continuing to try.
- Cue appropriate behavior in a quiet, unemotional manner.
- In resolving discipline problems: (a) do so in privacy, (b) focus on objective facts in a calm, supportive tone, (c) actively listen to the student, (d) after listening, reflect on what has been said by telling the student what you've heard, (e) ask the student if he or she has any ideas about solving the problem (encourage the student to be specific), and (f) conclude with a clear understanding of the changes, time-frame, and benefits that are expected.
- In handling aggressive behavior: (a) try to remain calm, and model the controlled behavior which you desire, (b) intervene by either separating the individuals involved and having them work on another activity or having them take a time-out in separate corners of the room, (c) if necessary, send an uninvolved student to the office to get someone to help, either by talking to the students or by managing the class while you deal with the problem, and (d) return to normal classroom procedure as quickly as possible.
- Call on professional colleagues in special education evaluation, counseling, or therapy when the student's behavior needs additional attention.

Instructing Students Who Are Orthopedically Impaired

- In general, students with physical handicaps will be intellectually capable and able to participate in vocational programs.
- Make the necessary modifications in classrooms, laboratories, equipment, building accessibility, and lavatories.
- For taking notes the student can (a) use a tape recorder, (b) have a classmate slip carbon paper into his/her notebook to duplicate notes, and/or (c) have the instructor prepare an outline of the lecture.
- For exams the instructor can (a) give oral exams, (b) have the student dictate answers into a tape recorder or to another student, or (c) use a typewriter/computer if the student is able to type/keystroke.
- Give the student extra time to complete homework assignments. Giving the student advance notice of assignments is also helpful.
- In the laboratory, pair the student with one or more capable classmates.
- Enlarged copies of frequently used charts and diagrams posted near the student's desk eliminate the necessity of paging through a book.

Instructing Students Who Are Other Health-Impaired

- Allow the student sufficient time for rest.
- Seat the student where he/she has the easiest access to necessary facilities (hall, lavatory, chalkboard, laboratory work stations).
- Allow the student to work at his or her own pace.
- Tape lectures so the student can listen at home.
- Work cooperatively with the health team in order to learn more about the student's special needs.

- Have community resource personnel (e.g., social workers and itinerant teachers homebound students) deliver materials, assignments, and handouts to homebound students.

Instructing Students Who Have Specific Learning Disabilities

- Use visual aids and demonstrations as often as possible.
- Use concrete examples whenever possible.
- Provide the student with an outline of what will be covered in class.
- Make sure all printed materials are clear and readable.
- Allow the student to tape-record assignments if he/she has a visual perception problem.
- Allow students to take tests orally or in a mode that compliments their performance.
- Present new information in small amounts.
- Make sure that writing assignments are relevant to the content of the program.
- Allow students extra time to complete assignments, if necessary.
- List assignments in steps.
- Use task analysis to lower the frustration level of these learners.
- Use programmed instruction materials when they will be effective.

Instructing Students with Limited English Proficiency (LEP)

- Recognize the student's cultural background, and allow for individual differences.
- Encourage these students to bring dictionaries to class.
- Use demonstrations and hands-on experience as much as possible.
- Speak slowly and use simple vocabulary and grammar.
- Use bright felt-tip markers to mark important words, passages, or illustrations.
- If possible, use a translator for important concepts.
- Work closely with LEP support personnel.
- Keep homework assignments short.
- Check for comprehension by asking the student to repeat what you have said.
- Use simple sentences when writing test items so the student can concentrate on answering the question rather than deciphering it.

Instructing Disadvantaged Students

Disadvantaged students typically dislike school, lack motivation, and have low self-esteem. Therefore, a teacher's personal commitment to and high expectations for these students may be two of the biggest single factors that will make a positive difference in their lives. Additionally, a teacher's good example (e.g., being patient, understanding, well organized, and a good manager) can be extremely valuable in motivating and positively shaping their behavior.

Vocational education teaches the disadvantaged student academic and social skills that can help him or her find employment. The following are additional techniques and teaching strategies that can be very useful to the teacher who works with disadvantaged students.

- The teacher should seek to understand the student's educational and social background through (a) assessment information, (b) interaction with former teachers, (c) discussions with counselors, and (d) visits with parents to ascertain the student's social limitations and home situation.
- Basic math, communication, and social skills should be reinforced. Math skills can be reinforced through hands-on learning activities. Communication skills can be improved by tactfully correcting poor grammar, when appropriate, and by providing resources that encourage reading about job-related interests. Social skills such as getting along with

people, grooming, proper dress, and respect for property and authority should be reinforced continually.

- The importance of graduating should be continually stressed. Relate acquisition of job skills to the ability to earn income.
- Improve the student's feelings of self-worth by having high expectations for him/her and by providing immediate approval of work done well.
- Simulate realistic job situations. All classroom and laboratory experiences should relate to employment in the occupation being studied.
- Disadvantaged students (as all students) will typically react to the learning environment in a responsible and mature manner when they are treated with respect and as adults by the teacher.
- Good organization and firm but not overbearing discipline are especially important. Generally, disadvantaged students want and need structure and discipline within their lives. Usually, these individuals will be responsive to and respect teachers who are firm, but sensitive.
- Help the student develop the skills necessary for finding, applying for, and retaining a job.
- Help the student establish good work habits by keeping him or her involved in meaningful learning experiences. Each activity should have concrete objectives.
- Disadvantaged students may need extra encouragement to stay on task; however, they still should be required to complete all assignments (just as they will be required to do on the job).
- Present instructions and information in clear, logical steps, building from the simple to the complex.
- Technical terms should be pronounced and explained clearly and concisely and written in language which the students will understand.
- Use a variety of teaching methods (e.g., demonstrations, resource personnel, field trips, peer tutors, role playing, audiovisual aids, and on-site work experiences).
- Present supplemental material when appropriate. If such material is relevant to the acquisition of job skills, the student will not be humiliated by simplified material.
- Highlight important parts of the student's text with a light marker to prevent the student from feeling overwhelmed by a large volume of reading material.
- Use progress charts to motivate disadvantaged students to master new skills.
- Use flashcards (teacher-made or commercial) to reinforce new terms and the ways to use tools and equipment.

GENERIC GUIDELINES AND INSTRUCTIONAL STRATEGIES

When teaching special needs students, it is very important that instructors not limit their teaching techniques. The following is a summary of techniques and strategies that could be considered generic to all special needs populations.

- Involve as many different senses as possible.
- Use concrete terms.
- Have students repeat important information.
- Use lists rather than paragraphs for written directions.
- Teach by demonstration.
- Use hand-over-hand assistance when necessary.
- Allow practice time.
- Break complex operations into smaller tasks.
- Provide immediate feedback.
- Build confidence.

- Help students make correct discriminations.
- Help students with their retention/memory.

- Build rapport.
- Use appropriate body language.
- Use appropriate techniques when working with an interpreter.
- Maintain good eye contact.
- Speak slowly and clearly.
- Rephrase thoughts when necessary.
- Encourage the student to read ahead.
- Keep the noise level down.
- Use various forms of media.
- Use lights to indicate when dangerous machinery is on.
- Work cooperatively with therapists.
- Encourage peer tutoring.
- Try not to act uncomfortable around special needs students.
- Help students feel comfortable.
- Model correct sentence structure.
- Develop a list of technical terms for students and therapists.

- Orient students before the course begins.
- Provide handouts ahead of time.
- Keep the student's attention.
- Use tape recorders for taking notes.
- Try to understand the student.
- Communicate acceptance.
- Develop activities that can help the students experience success.

- Use appropriate behavior-management techniques.
- Facilitate the students' note-taking.
- Facilitate the students' exam-taking.

- Pair students.
- Enlarge charts and diagrams.
- Use clear, readable visual aids frequently.
- Provide an outline of classroom material.

- Give writing assignments.
- Use task analysis when necessary.
- Allow for individual differences.
- Encourage students to bring a dictionary.
- Use a felt-tip marker to highlight important passages.
- Do not make homework assignments too lengthy.
- Use simple sentences when writing tests.

- Simulate realistic job situations.
- Treat all students with respect and dignity.
- Provide structure and organization.
- Use progress charts.
- Use flashcards.

BASIC SKILLS REMEDIATION

It is very important to note that to succeed in a vocational program some students may need to acquire one or more basic education skills (e.g., those for mathematics, reading, writing, speaking, listening, interpersonal relations, or reasoning.). Many employers will not hire an

individual if he or she lacks these skills. Therefore, instruction in basic education skills may be necessary.

MODIFICATION OF THE CURRICULUM

Purpose of Curriculum Modification

The teacher may need to modify a special-needs student's curriculum to take into account his or her particular needs. The term *curriculum modification* can be defined as tailoring an existing curriculum to the unique needs of students as they pursue an occupational goal. However, it should be strongly emphasized that modifying a curriculum **does not** mean that a teacher should lower or alter the *standards* of his or her program. What it **does** mean is that the Admission Review and Dismissal (ARD) Committee (for handicapped students) or coordinated planning team (for disadvantaged and LEP students) determines which essential elements in the regular school curriculum would be appropriate to a student's needs. The *State Board of Education Rules for Curriculum* offers the following key points (Texas Education Agency, 1985):

1. For students with special needs, school districts shall provide modifications in methodologies, pacing, and materials to ensure that instruction is delivered, as appropriate, in the essential elements.
2. Students with special needs shall be instructed in those same essential elements in a manner appropriate to their needs.
3. School districts shall implement the provisions (under Chapter 75) in a manner which will enable all students to participate actively in a well-balanced curriculum and master, to the best of their abilities, the knowledge, skills, and competencies established through the essential elements.
4. Specialized personnel and regular program personnel shall be jointly responsible for the cooperative delivery of effective instruction in the essential elements, as appropriate.

Responsibilities of the Vocational Teacher

The primary responsibility of the vocational teacher in the curriculum modification process is to help the special needs student establish and reach realistic occupational goals. In an effort to accomplish this, the vocational teacher must identify the following:

1. Pertinent information about what will be taught in a vocational program
2. Necessary requirements for program completion
3. Multiple exit points (jobs that the learner can prepare for in a vocational program)
4. Entry-level competencies expected by employers for each of the exit points

It is also the responsibility of every vocational teacher to establish an effective and wholesome learning environment for his/her students. Doing this may involve modifying the vocational facility, equipment, tools, and/or instruction. Information on how to do this is provided in the following section.

MODIFICATION OF THE LEARNING ENVIRONMENT

The term *learning environment* refers to both the **physical** and **instructional** setting of the vocational classroom/laboratory. It is the responsibility of each vocational teacher to work at developing a learning environment that will contribute to the overall well-being and success of every student. The key factors found in a wholesome learning environment are those which promote:

1. **Safety, organization, and physical comfort.** In the vocational laboratory, it is absolutely crucial that each student abide by safety rules set by the instructor. In addition, the laboratory should be kept well organized and clean. A laboratory which is safe, well organized, and physically comfortable helps promote high morale and good work habits.
2. **Respect and acceptance.** Within an effective learning environment, students will show respect not only for the instructor but for each other as well. The instructor should be the student's best role model. The care and acceptance given by the instructor to each student (disabled or not) will go a long way in promoting peer acceptance, a positive attitude, and healthy self-esteem.
3. **Discipline.** A wholesome learning environment is one which promotes discipline and a positive self-concept within each student. Inappropriate behavior has the potential to seriously affect classroom safety, morale, and the overall learning process. Ways in which the instructor can help the student modify inappropriate behavior include (a) using the time-out technique, (b) developing student-teacher contracts, (c) ignoring negative behavior when possible, and (d) rewarding appropriate behavior with approval and praise.
4. **Flexibility.** An effective learning environment is flexible and can adapt to a special student's unique needs (e.g., slower rate of learning, inability to use regular tools/equipment, or remedial needs in reading or math). A flexible environment fosters individualized programs through which a special learner can develop marketable skills.

For information on modifying facilities, equipment, and tools for a vocational classroom, refer to the *Vocational Special Needs Teacher Training Curriculum*, available from the Extension Instruction and Materials Center.

The Texas Teacher Appraisal System

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The Texas Teacher Appraisal System (TTAS) is here to stay. Thus, it is to our advantage to examine it as closely as possible and to learn as much as possible about what the appraisers are looking for. This unit will help you to do that. It is **not** a complete description or explanation of the appraisal system, and it is **not** a substitute for the official TEA publication, *Teacher Appraisal System Teacher Orientation Manual*. However, it does address often misunderstood issues that are important to Texas teachers.

Historical Background

House Bill 72, enacted in 1984 by the 69th Texas State Legislature, directed the State Board of Education to adopt an appraisal process and criteria with which to appraise the performance of teachers for career ladder purposes. It mandated that these criteria be based upon observable, job-related behaviors. The system was to provide (1) at least two appraisals for each teacher (two observations by each of two appraisers); (2) a uniform training and certification process for appraisers; and (3) teacher self-appraisal as part of the appraisal process. A Teacher Appraisal Advisory Committee was appointed by the State Board to assist in the development of this appraisal system. That committee was composed of teachers, administrators, regional education service center personnel, and representatives from institutions of higher education.

A teacher appraisal instrument was developed and then refined through expert review, a pilot project in six Texas school districts, and input at public hearings. Approximately 13,000 appraisers were certified in the summer of 1986, after completing a 43-hour training course and meeting a minimum proficiency of 70% on knowledge of the system and in scoring videotaped segments of instruction. The Texas Teacher Appraisal System was implemented on a statewide basis in the fall of 1986. In 1987, the system was refined, and all certified appraisers were required to be recertified.

The Texas teacher appraisal process is a systematic set of activities designed to assess teacher performance. It includes teacher assessment of instructional goals and outcomes, observations, conferences, development of growth plans, and completion and/or scoring of appropriate forms for each of these activities.

Foundations of the TTAS

The appraisal system is not intended to measure the "whole teacher." Instead, its intent is to evaluate observable classroom teaching skills for professional development purposes and for teacher placement on the career ladder. This system is based on a particular view of teaching and ideas that the State Board believes to be true. These foundations of the TTAS are as follows.

1. Teaching is an intentional act which has student growth as its goal. And, although classroom teaching is the system's primary focus, *no single model of teaching is mandated.*
2. There are common, effective teaching characteristics that can serve as a basis for evaluation. All teachers, regardless of career ladder status, will be evaluated by these same criteria.
3. The difference between successful master and successful beginning teachers will be evidenced in the number of skills exhibited by the teachers at levels of quality which meet or exceed stated expectations.
4. Every teacher is capable of improving.
5. Appropriate classroom teaching behaviors may vary according to the learning goals and objectives of the lesson observed.

6. A more accurate appraisal can be gained by using multiple appraisers and multiple sources of information.

Selected Rules Governing the TTAS

The following section highlights selected rules governing the Texas Teacher Appraisal System. For more information, see the official TEA publication, *Teacher Appraisal System Teacher Orientation Manual*.

1. One appraiser must be the teacher's supervisor and hold an administrator or supervisor certification.
2. The second appraiser must be approved by the local school board, hold a valid teaching certificate, and have at least two years' teaching experience. Teachers serving as appraisers must be on a level of the career ladder at least as high as that of the teacher being appraised. All appraisers must receive uniform appraiser training, reach the required standards of proficiency, and undergo periodic recertification.
3. Each teacher must receive an orientation prior to his or her first appraisal and receive a copy of the teacher appraisal orientation manual.
4. A *minimum* of two appraisals of each teacher will occur each year. A *minimum* of one formal observation of 45 consecutive minutes is required for each appraisal.
5. Either the teacher or the appraiser can request shorter, unscheduled, formal observations when the nature of the teaching assignment requires shorter instructional segments. If both parties agree, each observation may be comprised of two to three instructional segments of not less than 15 minutes each.
6. Appraisals must be conducted during the required days of instruction for students during the school year. Appraisals will *not* take place the first two weeks of the school year, the day before any official school holiday, or on any other days designated by the local board as inappropriate.
7. Teachers will be observed while teaching classes for which they are certified, whenever possible.
8. Only one appraiser may conduct a formal observation at a time.
9. A copy of the written appraisal record will be given to the teacher within seven working days of the formal observation.
10. If a teacher is deemed unsatisfactory in one or more domains during a formal observation, a conference between the teacher and the appraiser must be scheduled within 10 working days of the observation. (Extensions for emergencies must not extend past 15 working days.) If a teacher is judged less than satisfactory in one or more domains at the end of an appraisal period, a professional growth plan must be developed that provides at least one option that places no significant financial burden on the teacher or the local district.
11. A teacher with an overall summary performance score of "satisfactory" may request a growth plan.
12. Fulfillment of the provisions of a growth plan does not guarantee career ladder advancement.
13. A teacher may submit a written response to an observation record within 10 working days of receiving the record.
14. Each teacher will complete and submit the first part of the Teacher Assessment of Instructional Goals and Outcomes form (self-appraisal form) no later than the end of the second six weeks. He/she will complete the second part of the form during the week prior to the summative conference and submit it at that conference.
15. Each appraiser will score Domains I-IV, and the teacher's primary appraiser will score Domain V. Domain V will not be included in the computation of scores for career ladder placement.
16. An appraiser must provide written documentation when "absent" or "below expectation" is recorded for any indicator or when exceptional quality credit is granted for any criterion.

The TTAS Instrument

The following section highlights selected issues surrounding the Texas Teacher Appraisal System instrument. It also includes a listing of the domains, criteria, and indicators of the instrument. For more information, see the official TEA publication, *Teacher Appraisal System Teacher Orientation Manual.*

Terms and Concepts to Understand. Understanding the following terms and concepts is important to understanding the TTAS instrument.

Domain—a broad category of teaching behaviors or indicators of those behaviors.

Criterion—a subgroup of specific teaching behaviors or indicators of those behaviors.

Indicator—the actual unit of observation that must be observable, job related, and research based. Indicators can occur simultaneously.

85% vs 100% —some indicators require only that the designated behaviors occur a preponderance of the time—that is, 85% of the time—to earn credit. Other indicators require that the behaviors always occur—100% of the time—to earn credit.

Exceptional Quality (EQ)—measured by quality (impact on students), quantity (how much), and preponderance (how often).

Domains. The Texas Teacher Appraisal System instrument includes 5 domains: instructional strategies, classroom management and organization, presentation of subject matter, learning environment, and professional growth and responsibilities.

Domain I—Instructional Strategies is a domain in which teaching strategies are the primary focus. The effectiveness of these strategies is judged by their observed impact upon the students' behaviors. The following apply to this domain.

- Credit is earned by evidence that the instructional strategies occur in preponderance (85% or more of the time).
- EQs may be earned with highly appropriate activities (how well) with intense student involvement (how much) throughout the observation period (how often).
- Credit may be lost through missed opportunities for extending, lack of ample "wait-time" (at least 3 seconds), and inappropriate levels of difficulty (either too hard or too easy).
- Evaluation of appropriate level of difficulty takes into consideration the students' ages, the students' attention spans, and the material's complexity.
- Observable formative evaluation of student progress by the teacher is important.
- Monitoring, reinforcement, and feedback behaviors must be specific, not global, and must involve as many students as possible.

Domain II—Classroom Management and Organization is a domain that measures teachers' administrative and management abilities. It is not related to instruction or to content. In this domain, the primary indicator is the teacher's ability to organize materials and students so as *to increase the probability of student learning*. The following apply to this domain.

- Preponderance (85% or more) is the issue in this domain. Do the students look as if they understand what is going on, and are they able to follow through with instructions and routines in a way that enhances learning?
- Credit will be lost through procedures that are inappropriately sequenced, unorganized, or too organized and complex.
- Credit can be lost by showing favoritism or applying special rules to special students.
- Significant factors in criterion 5, manages student behavior, include (1) the degree to which students understand the teacher's expectations (2) whether the teacher identifies inappropriate behavior, and (3) how quickly the teacher redirects inappropriate behavior. For the teacher to gain credit, his/her response to inappropriate behavior must be immediate and direct; this response can be verbal or nonverbal.
- An EQ may be earned by providing responses or reinforcements that are (1) immediate; (2) direct; (3) applicable to specific behaviors, either individual or global; and (4) consistent throughout the period to the degree that all students have an opportunity to receive them.

Domain III—Presentation of Subject Matter is focused on content, not on sequence or instructional strategies. The most important overall indicator of accomplishment in this domain is

that a majority of the students experience success in understanding the subject most of the time. By and large, the appraiser looks to students for their reactions, interest, and questions that indicate the appropriateness and their understanding of the content. The following apply to this domain.

- Critical content attributes must be presented in an understandable sequence and must be specifically emphasized.
- Drill and practice are not adequate.
- Credit will be lost by presenting one incorrect fact.
- Credit will be lost from two or more errors in spelling or written grammar, or two or more errors in oral grammar.
- EQs may be earned by (1) clearly emphasizing critical content attributes in desirable sequences, (2) teaching to many learning levels, and (3) expressing content in different modalities.

*Domain IV—Learning Environment*t is the humane domain. Its primary focus is whether (1) the teacher treats students with respect, (2) students feel free to take learning risks, (3) motivation and teacher support are evident, and (4) the teacher personalizes the lesson to the students. The following apply to this domain.

- The appraiser looks for a preponderance of evidence (85% or more) that students are challenged in a positive way, that reluctant learners are encouraged, and that learning efforts are praised and reinforced.
- Correctives must be made in a positive way, with the teacher showing regard for students as people.
- Credit may be lost through one occurrence of sarcasm or negative criticism.

Domain V—Professional Growth and Responsibilities is the domain that is scored only by the teacher's primary appraiser. It is not used for career ladder assignment, but it can be used as a consideration in contract renewal. The extent of extracurricular involvement can be evaluated here. Cumulative data can be very important in this domain (see following section).

Cumulative Data. Cumulative data is written documentation of job-related teacher performance that is observed outside the formal classroom evaluation. It involves the teacher's day-to-day performance of his or her responsibilities and can become a part of the formal appraisal. The following apply to cumulative data.

- Additions to or deletions from the teacher's overall score can be made at any time before the summative conference.
- Each addition or deletion must be documented by the teacher's supervisor, the change must be initialed, and written evidence of the change must be presented to the teacher within 7 working days of the occurrence or the supervisor's knowledge of the occurrence.
- All cumulative data must be from a reliable source, factual, specific, dated, and have explicit or implicit relevance to the TTAS requirements.

Outline of Texas Teacher Appraisal Instrument

Domain I. Instructional Strategies

Criterion 1. Provides opportunities for students to participate actively and successfully

Indicator
a. appropriately varies activities
b. interacts with students in group formats as appropriate
c. solicits student participation
d. extends students' responses/contributions
e. provides ample time for students to respond to teacher questions/solicitations *and* to consider content as it is presented
f. implements instruction at an appropriate level of difficulty

Criterion 2. Evaluates and provides feedback on student progress during instruction

Indicator
a. communicates learning expectations
b. monitors students' performances as they engage in learning activities
c. solicits responses or demonstrations from specific students for assessment purposes
d. reinforces correct responses/performances
e. provides corrective feedback/clarifies, or none needed
f. reteaches, or none needed

Domain II. Classroom Management and Organization

Criterion 3. Organizes materials and students

Indicator
a. secures student attention, or students are attending
b. uses administrative procedures and routines which facilitate instruction
c. gives clear administrative directions for classroom procedures or routines, or none needed
d. maintains seating arrangements/grouping appropriate for the activity and the environment
e. has materials, aids, and facilities ready for use

Criterion 4. Maximizes amount of time available for instruction

Indicator
a. begins promptly/avoids wasting time at the end of the instructional period
b. implements appropriate sequence of activities
c. maintains appropriate pace
d. maintains focus
e. keeps students engaged

Criterion 5. Manages student behavior

Indicator
a. specifies expectations for class behavior, or none needed
b. uses techniques to prevent off-task behavior, or none needed
c. uses techniques to redirect/stop inappropriate/disruptive behavior, or none needed

d. applies rules consistently and fairly, or none needed
e. reinforces desired behavior when appropriate

Domain III. Presentation of Subject Matter

Criterion 6. Teaches for cognitive, affective, and/or psychomotor learning

Indicator
a. begins instruction/activity with an appropriate introduction
b. presents information in an appropriate sequence
c. relates lesson content to prior or future learning
d. provides for definition of concepts and description of skills and/or attitudes and interests
e. provides for elaboration of critical attributes of concepts, skills, and/or attitudes and interests
f. stresses generalization, principle, or rule as a relationship between or among concepts, skills, or attitudes/interests
g. provides opportunities for application
h. closes instruction appropriately

Criterion 7. Uses effective communication skills

Indicator
a. make no significant errors
b. explains content and/or learning tasks clearly
c. stresses important points and dimensions of content
d. uses correct grammar
e. uses accurate language
f. demonstrates skill in written communication

Domain IV. Learning Environment

Criterion 8. Uses strategies to motivate students for learning

Indicator
a. relates content to student interests/experiences
b. emphasizes the value/importance of the activity or content
c. reinforces/praises learning efforts of students
d. challenges students

Criterion 9. Maintains supportive environment

Indicator
a. avoids sarcasm and negative criticism
b. establishes climate of courtesy and respect
c. encourages slow and reluctant students
d. establishes and maintains positive rapport with students

Domain V. Professional Growth and Responsibilities

Criterion 10. Plans for and engages in professional development

Indicator
a. shows progress in completing professional growth requirements as agreed upon with appraiser(s), or none needed
b. stays current in content taught
c. stays current in instructional methodology

Criterion 11. Interacts and communicates effectively with parents

Indicator
a. initiates communications with parents about student performance and/or behavior when appropriate
b. conducts parent-teacher conferences in accordance with local district policy
c. reports students' progress to parents in accordance with local district policy
d. maintains confidentiality unless disclosure is required by law

Criterion 12. Complies with policies, operating procedures, and requirements

Indicator
a. follows statutory and Texas Education Agency regulations
b. follows district and campus policies and procedures
c. performs assigned professional duties
d. follows district promotion/retention policy and procedures

Criterion 13. Promotes and evaluates student growth

Indicator
a. participates in campus goal-setting for student progress
b. plans instruction in accordance with district requirements
c. documents student's progress
d. maintains accurate records
e. reports student's progress at appropriate intervals

Section Two

Materials for Developing a Scope and Sequence

- Description of textbook and its support materials
- Chapters in *Principles of Marketing, Second Edition,* with correlation to specific essential elements
- Correlation chart for state-adopted text chapters, materials from EIMC–Educational Resources, and essential elements
- Overview of a recommended scope and sequence, arranged by text chapters, correlated to essential elements
- Worksheet page for teacher revision of overview
- Worksheets for developing an instructional schedule using recommended scope and sequence
- Worksheets for developing alternate scope and sequence

Note: All sheets may be copied.

A Description of *Principles of Marketing, Second Edition*

(Textbook for Principles of Marketing Course)

Principles of Marketing, Second Edition. Published 1991 by South-Western Publishing Co., Cincinnati, Ohio. Written by Dean Palmer, professor of Business Administration, Longwood College, Farmville, Virginia, and William A. Stull, professor of Marketing Education, Utah State University, Logan, Utah.

Beginning with the 1991–92 school year, this has been the only state-adopted textbook for the Principles of Marketing course. Because there is only one text, it has been possible to streamline this scope and sequence as well as other materials in this guide. The text has more than 400 content pages, with 22 chapters arranged in seven units. Each chapter has goals, content, marketing terminology, questions for discussion, and minicases.

The *Teacher's Manual* that accompanies the text has this introduction:

> "The purpose of this manual is to assist marketing teachers in offering a comprehensive course in marketing. Included in each chapter of *Principles of Marketing, Second Edition*, are a listing of chapter goals; an outline of the chapter content; definitions of key terms used in the chapter; and answers to the end-of-chapter "Marketing in Action" questions, the "Questions for Discussion," and the "Minicases." Transparency masters are provided for most of the chapters. Separate sections at the back of the manual give suggestions for the use of the workbook and answers to the achievement tests."

The *Teacher's Manual* was designed to make it easier for teachers to use the most current instructional strategies. In addition to the manual, the text is supported by a student workbook, printed tests, and MicroExam computer diskettes for Apple II, IBM PC, and Tandy computers.

The publisher has available a *Marketing Projects Workbook* and achievement tests. Additional materials beyond those in the text may be helpful, and possible places for their inclusion have been suggested.

The recommended scope and sequence that follows correlates the text to a 1/2-credit, one-semester course. Covering all the chapters cited will address all the essential elements.

Related Materials from EIMC-Educational Resources

In some cases, instruction for this course might be enhanced by using the following additional materials from EIMC-Educational Resources. Many of the publications will already be available in Marketing Education classrooms.

Preparing to Succeed in Marketing. This new 1992 revision of an existing favorite now has added sections that include most of the common essential elements.

Mathematics: Essential to Marketing. The 34 assignments in this student manual make it an all-inclusive publication for use in all Marketing Education classrooms. It addresses the marketing math for ME I as well as personal mathematics cited in the common elements.

Higher Level Thinking in Marketing Education includes activities based on marketing content and designed to help develop thinking skills

Balancing the Curriculum for Marketing Education is designed so that marketing content can be used to develop academic skills.

The teacher who decides to address the common essential elements in this course rather than elsewhere may find the following Educational Resources materials useful:

- *Parliamentary Procedure* includes a student manual, answer book/tests, and five computer-assisted-instruction sets for Apple II use.
- *Destination Leadership* includes a training manual for students and a leader's guide.

The individualized manuals for specific co-op placements can also strengthen the course in many ways, even though this is not a co-op course. The manuals can help you relate content to specific jobs, and they provide information on career development. Also, they often cover safety.

Chapters in *Principles of Marketing, Second Edition*

All of the essential elements for the course will be addressed if all of the chapters are covered.

Titles	Elements
Part 1. Marketing in Our Economy	
Chapter 1, Marketing: An Overview	(1)(A)(B)(D), (5)(A)
Chapter 2, Marketing Functions and Careers	(1)(C), (2)(B), (9)(D), (10)(A)(C)
Chapter 3, The Environment of Marketing	(1)(C)
Part 2. Understanding the Marketplace	
Chapter 4, Buyer Behavior	(2)(D)
Chapter 5, Marketing Research	(3)(A)(B)(C)
Chapter 6, Segmenting the Market	(2)(C)
Part 3. Developing Products and Pricing	
Chapter 7, The Product and Its Life Cycle	(2)(A), (4)(A)(C)(D)
Chapter 8, Marketing in Service and Nonprofit Organizations	(4)(E), (10)(A)
Chapter 9, Pricing for Profit	(5)(B)(C)(D)
Part 4. Determining Marketing Channels and Distribution Systems	
Chapter 10, Channels of Distribution	(6)(D), (7)(A)(B)
Chapter 11, Wholesaling	(6)(B)(C)
Chapter 12, Retailing	(6)(A)
Part 5. Communicating Effectively in Marketing	
Chapter 13, The Promotional Mix	(8)(A)
Chapter 14, Personal Selling	(8)(B)
Chapter 15, Advertising	(8)(C)
Chapter 16, Sales Promotion and Public Relations	(8)(C)
Part 6. Managing the Marketing Function	
Chapter 17, Marketing Planning	(4)(A), (5)(B)(D), (9)(B), (10)(B)(D)
Chapter 18, Computers in Marketing	(3)(B)(C)
Chapter 19, Marketing Management	(9)(A)(C)
Part 7. Special Topics in Marketing	
Chapter 20, International Marketing	(4)(A)(B), (5)(B)
Chapter 21, Marketing and Society	(4)(C)(D), (5)(D)
Chapter 22, Legal Aspects of Marketing	(5)(A)(B), (9)(D)

Correlation Chart

(for State-Adopted Text *Principles of Marketing, Second Edition,* EIMC-Educational Resources Materials, and the Essential Elements for the Principles of Marketing Course)

(l) Principles of Marketing (1/2 unit) shall be taught by the laboratory method of instruction.

Textbook Chapters	Element Addressed
	(1) The Marketing Process
1	(A) define *marketing*;
1	(B) understand the marketing concept;
2, 3	(C) identify the functions of marketing; and
1	(D) analyze the marketing mix.
	(2) Characteristics of the Marketplace
7	(A) identify the types of goods;
2	(B) define the types of businesses;
6	(C) explain the concept of target markets and market segmentation; and
4	(D) understand what motivates consumers to buy.
	(3) Marketing Research
5	(A) analyze marketing problems;
5, 18	(B) determine the methods of collecting data; and
5, 18	(C) describe how market research information may be interpreted.
	(4) New Product Ideas
7, 17, 20	(A) understand how new products are developed;
16, 20	(B) describe how new products are tested;
7, 21	(C) explain product life cycle;
7, 21	(D) explore product branding, labeling, and packaging strategies; and
8	(E) recognize that services are products.
	(5) Product Pricing
1, 22	(A) understand pricing as a marketing strategy;
9, 17, 20, 22	(B) determine the factors affecting price;
9	(C) identify the goals of pricing; and
9, 17, 21	(D) explain various pricing strategies.
	(6) Marketing Institutions
12	(A) recognize the characteristics of retailers;
11	(B) identify the characteristics of wholesalers;
11	(C) explain the characteristics of agents and brokers; and
10	(D) determine the most suitable channel of distribution for products.

	(7) Physical Distribution
10	(A) investigate the various modes of transportation used to move products; and
10	(B) discuss storage and warehousing of products.
	(8) Promotional Mix
13	(A) understand the importance of promotion in stimulating product demand;
14	(B) explain personal selling as a method of promotion; and
15, 16	(C) identify various kinds of nonpersonal selling.
	(9) Marketing Management
19	(A) explore the role of marketing management in achieving business goals;
17	(B) investigate how marketing plans are developed;
19	(C) discuss the organization of marketing department staff; and
2	(D) understand that reducing business risk is a major goal of business.
	(10) Career Planning
2, 8	(A) learn the sources for securing marketing career information;
17	(B) develop a tentative career plan;
2	(C) examine the educational needs for achievement of the career selected; and
17	(D) develop an educational and training plan to accomplish the career plan selected.

Other Sources	**Common Essential Elements**
Parliamentary Procedure and *Destination Leadership*	**(1) Leadership Concepts and Skills** (A) demonstrate skills, characteristics and responsibilities of leaders and effective group members; (B) demonstrate a knowledge of parliamentary procedure principles; (C) plan and conduct leadership activities; and (D) prepare for effective citizenship and for participation in our democratic society.
Various EIMC manuals for co-op use have safety content.	**(4) Safety and Safe Working Conditions.** Identify and apply safe working practices to all training situations

Overview of a Recommended Scope and Sequence

This scope and sequence addresses all the essential elements for the course, and cites all 22 chapters in the text. Essential elements listed for each chapter are only those which it most directly and/or effectively addresses. Brief passages related to an element may be included in other chapters.

Week	Chapter	Element(s) Addressed
	First Six Weeks	
1	1 Marketing: An Overview	(1)(A)(B)(D), (5)(A)
	2 Marketing Functions and Careers	(1)(C), (2)(B), (9)(D), (10)(A)(C)
2	3 The Environment of Marketing	(1)(C)
3	10 Channels of Distribution	(6)(D), (7)(A)(B)
	11 Wholesaling	(6)(B)(C)
4	12 Retailing	(6)(A)
5	12 Retailing (continued)	(6)(A)
6	7 The Product and Its Life Cycle	(2)(A), (4)(A)(C)(D)
	8 Marketing in Service and Nonprofit Organizations	(4)(E), (10)(A)
	Reteach/evaluate	
	Second Six Weeks	
7	9 Pricing for Profit	(5)(B)(C)(D)
8	4 Buyer Behavior	(2)(D)
	5 Marketing Research	(3)(A)(B)(C)
9	6 Segmenting the Market	(2)(C)
10	13 The Promotional Mix	(8)(A)
	14 Personal Selling	(8)(B)
11	14 Personal Selling (continued)	(8)(B)
12	15 Advertising	(8)(C)
	Reteach/evaluate	
	Third Six Weeks	
13	16 Sales Promotion and Public Relations	(4)(B), (8)(C)
	17 Marketing Planning	(4)(A), (5)(B)(D), (9)(B), (10)(B)(D)
14	18 Computers in Marketing	(3)(B)(C)
15	19 Marketing Management	(9)(A)(C)
16	20 International Marketing	(4)(A)(B), (5)(B)
17	21 Marketing and Society	(4)(C)(D), (5)(D)
	22 Legal Aspects of Marketing	(5)(A)(B)
18	Reteach/Evaluate	

Work Space for Teacher's Revision of Overview

Week	Chapter	Element(s) Addressed

First Six Weeks

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Second Six Weeks

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

Third Six Weeks

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

Worksheet Set for Using a Recommended Scope and Sequence for Principles of Marketing, Based on *Principles of Marketing, 2nd,* by South-Western

Comments: These pages may be copied to make worksheets for your plans. The left column is for actual dates. The middle column has the recommended sequence. The right column indicates where other notes might be included. It's also convenient for other details, such as tests and DECA activities. A similar form without entries is provided later. The committee recommends that a test be given after each chapter, as well as after each unit. The sequence should include time for these tests.

Week/ dates	Chapter(s) to cover	Other activities and instruction
	First Six Weeks	
Week 1		
	1, Marketing: An Overview	
	2, Marketing Functions and Careers	
		Allow time for
		administrative details of
		starting the school year.
Week 2		
	3, The Environment of Marketing	
Week 3		
	10, Channels of Distribution	
	11, Wholesaling	

Week/ dates	Chapter(s) to cover	Other activities and instruction
Week 4		
	12, Retailing	
Week 5		
	12, Retailing (continued)	
Week 6		
	7, The Product and Its Life Cycle	
	Reteach/evaluate	

Week/ dates	Chapter(s) to cover	Other activities and instruction
	Second Six Weeks	
Week 7		
	9, Pricing for Profit	
Week 8		
	4, Buyer Behavior	
	5, Marketing Research	
Week 9		
	6, Segmenting the Market	
Week 10		
	13, The Promotional Mix	
	14, Personal Selling	
Week 11		
	14, Personal Selling (continued)	
Week 12		
	15, Advertising	
	Reteach/evaluate	

Week/ dates	Chapter(s) to cover	Other activities and instruction
	Third Six Weeks	
Week 13		
	16, Sales Promotion and Public Relations	
	17, Marketing Planning	
Week 14		
	18, Computers in Marketing	
Week 15		
	19, Marketing Management	
Week 16		
	20, International Marketing	
Week 17		
	21, Marketing and Society	
	22, Legal Aspects of Marketing	
Week 18		
	Reteach/evaluate	

Worksheets for Developing a Scope and Sequence for Principles of Marketing

Comments: These pages may be copied. The middle column has been left blank this time. The right column is convenient for recording other instructional notes and details such as tests and DECA activities. You will find a recommended sequence on page.

Week/ dates	Chapter(s) to cover	Other activities and instruction

First Six Weeks

Week 1		
		Allow time for
		administrative details of
		starting the school year.
Week 2		
Week 3		

Week/ dates	Chapter(s) to cover	Other activities and instruction
Week 4		
Week 5		
Week 6		
	Reteach/evaluate	

Week/ dates	Chapter(s) to cover	Other activities and instruction
	Second Six Weeks	
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
	Reteach/evaluate	

Week/ dates	Chapter(s) to cover	Other activities and instruction
	Third Six Weeks	
Week 13		
Week 14		
Week 15		
Week 16		
Week 17		
Week 18		
	Reteach/evaluate	

Section Three

Instructional Planner Sheets
Based on Chapters in
Principles of Marketing, Second Edition

- A separate planner sheet is provided for each chapter so that planners can be rearranged easily to compare what happens with different sequences of instruction.
- By using the planners, the teacher can ensure that everything is being covered and know when and how.
- Planners are printed only on the front, for convenient comparison with other planners.
- Each planner
  –identifies the essential element(s) that the chapter best addresses
  –provides useful comments
  –cites objectives for the chapter
  –lists subheads in the chapter

Note: All sheets may be copied.

Instructional Planner for Chapter 1, Marketing: An Overview

The following elements are addressed in Chapter 1:
(l) Principles of Marketing
  (1) The Marketing Process
    (A) define *marketing*
    (B) understand the marketing concept
    (D) analyze the marketing mix
  (5) Product Pricing
    (A) understand pricing as a marketing strategy

Comments: In this text the words to know are in a "Marketing Terminology" list at the end of each chapter. Terms are not defined there, so specific essential element pages may be helpful in planning and presentation. Chapters have many small divisions; the length of the subtopic list does not necessarily indicate a long chapter. This is the first chapter in Part 1, Marketing in Our Economy.

INDICATORS OF CHAPTER 1 CONTENT

Chapter Goals concern:

1. a definition of *marketing*
2. the marketing concept
3. the economic importance of marketing and how it adds value to goods and services
4. the five Ps of the marketing mix
5. how marketing fits into a business organization

Chapter Subheads

What Is Marketing?
The Marketing Concept.
  • Customer Orientation • Integrated Effort in the Organization • Organizational Rewards • Profit Making Along the Marketing Channels
The Cost of Marketing
Economic Contributions of Marketing
  • Form Utility • Place Utility • Time Utility • Possession Utility • Information Utility
Employment Opportunities in Marketing
The Marketing Mix
  • Product or Service Decisions • Price Decisions • Place Decisions • Promotion Decisions • People (Marketing Management)
The Role of Marketing in the Business Organization

Marketing in Action—Personal Views of Orville Redenbacher and J.W. Marriott, Jr.
Seventeen marketing terms, undefined. Nine questions for discussion. Two minicases.

Illustrations/graphs/tables include marketing concept; expenses and profit in a shirt sale; role of marketing in creating utility; the marketing mix; and marketing in the business organization.

Instructional Planner for Chapter 2, Marketing Functions and Careers

The following elements are addressed in Chapter 2:

(I) Principles of Marketing
  (1) The Marketing Process
    (C) identify the functions of marketing
  (2) Characteristics of the Marketplace
    (B) define the types of businesses
  (9) Marketing management
    (D) understand that reducing business risk is a major goal of business
  (10) Career Planning
    (A) learn the sources for securing marketingcareer information
    (C) examine the educational needs for achievement of the career selected

Comments: This is the second chapter in Part 1, Marketing in Our Economy

INDICATORS OF CHAPTER 2 CONTENT

Chapter Goals concern:

1. the nine major marketing functions
2. the occupational specialty areas included in marketing
3. the five levels of marketing occupations
4. career opportunities in marketing
5. the qualifications required for a successful career in marketing
6. opportunities provided by marketing careers

Chapter Subheads

Understanding Marketing Functions
  • Buying • Selling • Product or Service Planning • Promotion • Pricing • Marketing Information Management (Marketing Research) • Financing • Physical Distribution • Risk Management
Marketing Institutions and Careers
  • Apparel and Accessories • Business and Personal Services • Financial Services • Floristry, Farm, and Garden Supplies • Food • General Merchandise • Home and Office Products • Hospitality and Recreation • Insurance • Real Estate • Transportation and Travel • Vehicle and Petroleum
Levels of Marketing Careers
Job Opportunities in Marketing
Finding Out about Marketing Careers
  • Using the *Occupational Outlook Handbook* • Interviewing Those Who Work in Marketing Careers
Opportunities in Marketing
  • The Opportunity to Be Creative • The Opportunity to Improve Standard and Level of Living in Society • The Opportunity to Improve Your Own Level and Standard of Living
Qualifications for Marketing Careers
  • Academic Record • Work Experience • Personal Characteristics
The Route to the Future

Marketing in Action—Sales Reps Are Earning More Than Ever Before
Sixteen marketing terms, undefined. Five questions for discussion. Two minicases.

Illustrations/graphs/tables include five career levels; projected change in employment, a page from the *Occupational Outlook Handbook*; and employment data for selected marketing occupations.

Instructional Planner for Chapter 3, The Environment of Marketing

The following elements are addressed in Chapter 3:
(l) Principles of Marketing
  (1) The Marketing Process
    (C) identify the functions of marketing

Comments: This is the third and last chapter in Part 1, Marketing in Our Economy.

INDICATORS OF CHAPTER 3 CONTENT

Chapter Goals concern:

1. the external environment with which the marketer deals
2. how internal environment influences the way the marketer plans and performs the marketing functions
3. the advantages of four types of business ownership

Chapter Subheads

The External Environment of Marketing
  • Marketing and the Social Sciences • How Marketing Responds to Changes in the External Environment • Consumer Needs • Societal Needs
The Internal Environment of Marketing
  • Business Goals
Forms of Business Ownership in America
  • Sole Proprietorships • Partnerships • Corporations • Cooperatives • A Comparison of Types of Business Ownership

Marketing in Action—Competition Is Leading to More Marketing Faith
Twenty-six marketing terms, undefined. Ten questions for discussion. Two minicases.

Illustrations/graphs/tables include external environments affecting marketing; and forms of business organization.

Instructional Planner for Chapter 4, Buyer Behavior

The following elements are addressed in Chapter 4:
(l) Principles of Marketing
  (2) Characteristics of the Marketplace
    (D) understand what motivates consumers to buy

Comments: This is the first chapter in Part 2, Understanding the Marketplace.

INDICATORS OF CHAPTER 4 CONTENT

Chapter Goals concern:

1 what causes human behavior
2. how the society in which we live influences our behavior
3. the industrial buying process

Chapter Subheads

Behavior Results from Needs
  • Maslow's Hierarchy of Needs • Motivation
Influences on Behavior
  • Cultural Influences on Behavior • Social Influences on Behavior
The Industrial Buyer
  • The Industrial Buying Process • Methods of Industrial Buying • The Bidding Process • Reciprocity • The Government as a Buyer • Emotions and the Industrial Buyer • The Agricultural Market

Marketing in Action—Age Is Not Good Indicator of Consumer Need
Twenty-two marketing terms, undefined. Ten questions for discussion. Four minicases.

Illustrations/graphs/tables include the behavioral cycle; and Maslow's hierarchy of needs.

Instructional Planner for Chapter 5, Marketing Research

The following elements are addressed in Chapter 5:
(l) Principles of Marketing
  (3) Marketing Research
    (A) analyze marketing problems
    (B) determine the methods of collecting data
    (C) describe how market research information may be interpreted

Comments: This is the second chapter in Part 2, Understanding the Marketplace.

INDICATORS OF CHAPTER 5 CONTENT

Chapter Goals concern:

1. marketing research
2. the importance of marketing research
3. examples of primary and secondary sources of marketing information
4. six or more types of marketing research
5. the six steps in a carefully planned and executed marketing research project

Chapter Subheads

The Nature of Marketing Research
  • Marketing Research Defined • Marketing Information Systems • The Place of Marketing Research in Small Firms • The Importance of Marketing Research • The Limitations of Marketing Research • The Need for Marketing Researchers • The Scope of Marketing Research
The Marketing Research Process
  • Informal Inquiry • Formal Research
Types of Marketing Research
  • Motivation • Operations • Advertising • Experimental: Split-Run • Advertisement • Product • Market Surveys • Personnel • Forecasting
Planning and Executing a Marketing Research Project
  • Step 1: Define the Problem
  • Step 2: Conduct an Exploratory Investigation
  • Step 3: Develop a Research Plan
  • Step 4: Collect Necessary Information
  • Step 5: Analyze and Interpret the Information
  • Step 6: Prepare the Final Research Report

Marketing in Action—Study Says Retailers Don't Understand College Market
Twenty-four marketing terms, undefined. Nine questions for discussion. Two minicases.

Illustrations/graphs/tables include sources of secondary data, marketing research activities of 600 companies; and steps in a marketing research project.

Instructional Planner for Chapter 6, Segmenting the Market

The following elements are addressed in Chapter 6:
(l) Principles of Marketing
(2) Characteristics of the Marketplace
(C) explain the concepts of target markets and market segmentation

Comments: This is the third and last chapter in Part 2, Understanding the Marketplace.

INDICATORS OF CHAPTER 6 CONTENT

Chapter Goals concern:

1. identifying a target market
2. segmenting a market in order to determine the proper target market
3. major characteristics of the consumer and industrial markets

Chapter Subheads

Segmenting Markets
The Consumer Market
- The Labor Force
- Segmentation by Geographic Location
- Segmentation by Income, Education, and Age

The Industrial Market
- Classes of Industrial Buyers
- Characteristics of the Industrial Market
- Trends in Industrial Marketing

Marketing in Action—Fashion Magazine Targets "Classiest Zip Codes"
Twelve marketing terms, undefined. Ten questions for discussion. Four minicases.

Illustrations/graphs/tables include segmenting a market for personal transportation; U.S. map showing gain or loss of population; personal consumption expenditures; educational attainment of persons 25 and older; trends in manufacturing establishments by region; trends in manufacturing by states; and trends in manufacturing by regions.

Instructional Planner for Chapter 7, The Product and Its Life Cycle

The following elements are addressed in Chapter 7:
(l) Principles of Marketing
  (2) Characteristics of the Marketplace
    (A) identify the types of goods
  (4) New Product Ideas
    (A) understand how new products are developed
    (C) explain product life cycle
    (D) explore product branding, labeling, and packaging strategies

Comments: This is the first chapter in Part 3, Developing Products and Pricing.

INDICATORS OF CHAPTER 7 CONTENT

Chapter Goals concern:

1 the difference between the physical product, the real product, and the extended product
2. performing a benefit analysis on a product
3. classifying consumer products according to how they are bought by consumers
4. classifying industrial products according to how they are used by industrial customers
5. the marketing role played by the brand name of the product
6. the marketing role played by the package containing the product

Chapter Subheads

The Product Defined
- The Physical Product
- The Real Product
- The Extended Product

Product-Benefit Analysis
Classification of Products
- Consumer Goods
- Industrial Goods
- The Introduction Stage
- The Growth Stage
- The Maturity Stage
- The Decline Stage

The Package
- The Package Provides Protection
- The Package Sells the Product

Brand Names and Trademarks

Marketing in Action—New Products, Better Ads Fuel Dairy Industry Growth
Twenty-seven marketing terms, undefined. Eleven questions for discussion. Four minicases.

Illustrations/graphs/tables include product-benefit analysis form; and product life cycle curve.

Instructional Planner for Chapter 8, Marketing in Service and Nonprofit Organizations

The following elements are addressed in Chapter 8:
(l) Principles of Marketing
  (4) New Product Ideas
    (E) recognize that services are products
  (10) Career Planning
    (A) learn the sources for securing marketing career information

Comments: This is the second chapter in Part 3, Developing Products and Pricing.

INDICATORS OF CHAPTER 8 CONTENT

Chapter Goals concern:

1. services
2. differences between personal and business services
3. the growth of the service industry in the United States
4. marketing strategy for services
5. job opportunities in the service industry
6. marketing in nonprofit organizations

Chapter Subheads

Characteristics of Services
- Services Are Intangible
- Services Are a Function of Time
- Services Are Produced and Consumed at the Same Time
- Service Production Is Labor Intensive

Growth of Service Industries
- Personal Services
- Business Services

Marketing Strategy for Services
- Product or Service Differentiation
- Price Setting
- Distribution

Jobs in the Service Industries
- Cautions
- Opportunities

Marketing in Nonprofit Organizations
- Marketing Orientations for Nonprofit Organizations
- The Importance of Marketing in Nonprofit Organizations

Marketing in Action—State Hopes Video System Will Snag Summer Tourists
Ten marketing terms, undefined. Nine questions for discussion. Two minicases.

Ilustrations are photogaphs only.

Instructional Planner for Chapter 9, Pricing for Profit

The following elements are addressed in Chapter 9:
(l) Principles of Marketing
  (5) Product Pricing
    (B) determine factors affecting price
    (C) identify the goals of pricing
    (D) explain various pricing strategies

Comments: This is the third and last chapter in Part 3, Developing Products and Pricing.

INDICATORS OF CHAPTER 9 CONTENT

Chapter Goals concern:

1. the role played by price in the marketing mix
2. what price means to the consumer and the industrial buyer
3. five types of discounts given to industrial buyers
4. the effect of demand on price
5. determining retail price when given cost and markup percentage
6. determining the break-even point when given fixed costs and gross margin
7. four factors which marketers consider in determining price

Chapter Subheads

Price to the Final Consumer
Price to the Industrial Buyer
- Discounts Offered to Industrial Buyers

Pricing and Competition
- Price Under Conditions of Monopoly
- Price Under Conditions of Pure Competition
- Price Under Conditions of Monopolistic Competition
- Price Under Conditions of Oligopoly

The Effect of Demand on Price
Methods of Pricing
- The Cost of the Product
- Determining the Cost
- Break-Even Point Analysis
- The Role of the Competition
- Pricing by Retailers and Wholesalers
- Determining the Retail Price

Regulation of Pricing

Marketing in Action—Two Essentials Drive Business-to-Business Strategies
Twenty-six marketing terms, undefined. Eight questions for discussion. Five minicases.

Illustrations/graphs/tables include normal conditions in pricing; elastic demand; inelastic demand; effect of quantity produced on unit cost; break-even-point analysis graph; and structure of retail price.

Instructional Planner for Chapter 10, Channels of Distribution

The following elements are addressed in Chapter 10:
(l) Principles of Marketing
  (6) Marketing Institutions
    (D) determine the most suitable channel of distribution for products
  (7) Physical Distribution
    (A) investigate the various modes of transportation used to move products
    (B) discuss storage and warehousing of products

Comments: This is the first chapter in Part 4, Determining Marketing Channels and Distribution Systems.

INDICATORS OF CHAPTER 10 CONTENT

Chapter Goals concern:

1. how consumer goods get from producer to consumer
2. the channels of distribution used for industrial goods
3. the channels of distribution which would normally be used for the various classifications of consumer goods
4. determining whether a given classification of consumer goods should have intensive, selective, or exclusive distribution
5. the major methods of transporting goods and the advantages of each method
6. why storage is an important marketing activity

Chapter Subheads

Major Channels of Distribution
Types of Distribution
Distributing Consumer Goods
- Marketing Convenience Goods
- Marketing Shopping Goods
- Marketing Specialty Goods

Distributing Industrial Goods
- Selling Direct
- Using Industrial Distributors
- Using Agent Middlemen
- Summary of Marketing Channels for Industrial Goods

Physical Distibution Distrbution of Goods
- Transporting
- Storing

Marketing in Action—Rails Acquire Truck Lines to Sustain Market Share
Twenty-eight marketing terms, undefined. Five questions for discussion. Two minicases.

Illustrations/graphs/tables include marketing channels for consumer goods; principal marketing channels for industrial goods; and advantages of the different modes of transport.

Instructional Planner for Chapter 11, Wholesaling

The following elements are addressed in Chapter 11:
(l) Principles of Marketing
  (6) Marketing Institutions
    (B) identify the characteristics of wholesalers
    (C) explain the characteristics of agents and brokers

Comments: This is the second chapter in Part 4, Determining Marketing Channels and Distribution Systems.

INDICATORS OF CHAPTER 11 CONTENT

Chapter Goals concern:

1. classification of wholesalers
2. functions performed by wholesalers
3. the development of wholesaling in the United States
4. contrasting wholesalers with agent middlemen

Chapter Subheads

The Nature of Wholesaling
- Wholesaling Peformed by Producers
- Wholesalers and Retailers Contrasted
- Wholesaling Functions
- Historical Development of Wholesaling

Types of Wholesalers
- Full-Service Wholesalers
- Limited-Function Wholesalers
- Summary of Types of Wholesalers

Agent Middlemen
- Brokers
- Commission Merchants
- Purchasing Agents
- Selling Agents
- Manufacturer's Agents
- Auction Companies
- Characteristics of Agent Middlemen Summarized

Eliminating the Middleman
- Selling Direct
- When Middlemen Become Necessary

Marketing in Action—Food Brokers Seek Compensation for Expanding Role in Marketing
Twenty-seven marketing terms, undefined. Eleven questions for discussion. Two minicases.

Illustrations/graphs/tables include a summary of some characteristics of agent middlemen.

Instructional Planner for Chapter 12, Retailing

The following elements are addressed in Chapter 12:
(l) Principles of Marketing
  (6) Marketing Institutions
    (A) recognize the characteristics of retailers

Comments: This is the third and last chapter in Part 4, Determining Marketing Channels and Distribution Systems.

INDICATORS OF CHAPTER 12 CONTENT

Chapter Goals concern:

1. defining *retailing*
2. the development of retailing in the United States from pre-Civil War days to the present
3. the types of retail institutions
4. the size and scope of retailing in the United States today
5. future directions and trends in retailing

Chapter Subheads

Pre-Civil War Retailing
- The Yankee Peddler
- The Trading Post
- The General Store
- Single-line stores

Post-Civil War Retailing
- Traditional Department Stores
- Mail-order and Telephone Retailers
- Chain Stores
- Supermarkets
- Discount Department Stores
- Off-Price Retailers
- Factory Outlet Retailers
- Vending Machines
- Direct Retail Selling
- Planned Shopping Centers

Retailing in the 1990s
- The Size and Scope of Retailing
- Catering to the Customer
- Service Retailing

Marketing in Action—Supermarkets Quickly Becoming One-Stop Minimalls
Twenty-four marketing terms, undefined. Seven questions for discussion. Two minicases.

Illustrations/graphs/tables include the 25 largest retailing companies.

Instructional Planner for Chapter 13, The Promotional Mix

The following elements are addressed in Chapter 13:
(l) Principles of Marketing
  (8) Promotional Mix
    (A) understand the importance of promotion in stimulating product demand

Comments: This is the first chapter in Part 5, Communicating Effectively in Marketing.

INDICATORS OF CHAPTER 13 CONTENT

Chapter Goals concern:

1. defining *promotion*
2. the five elements of the promotional mix
3. the four factors which affect the promotional mix
4. the four retail promotional methods
5. three limitations of retail promotion

Chapter Subheads

Promotion in the American Economy
- What is Promotion?
- The Purposes of Promotion
- The Importance of Promotion

The Role of Promotion in Marketing
- The Promotional Mix
- Factors Affecting Promotion
- The Role of Objectives in Promotion
- Evaluating Promotion

Promotion in Retailing
- The Purposes of Retail Promotion
- Retail Promotional Methods
- Planning Retail Promotions
- The Limitations of Retail Promotion

Marketing in Action—Strong PR Tows Trucking Company from the Brink of Financial Disaster
Twelve marketing terms, undefined. Ten questions for discussion. Five minicases.

Illustrations/graphs/tables include the communications cycle; the promotional mix; and promotion and the product life cycle.

Instructional Planner for Chapter 14, Personal Selling

The following elements are addressed in Chapter 14:
(l) Principles of Marketing
  (8) Promotional Mix
    (B) explain personal selling as a method of promotion

Comments: This is the second chapter in Part 5, Communicating Effectively in Marketing.

INDICATORS OF CHAPTER 14 CONTENT

Chapter Goals concern:

1. the role played by personal selling in the promotional mix
2. approaching customers using an effective sales approach
3. overcoming a customer's objections to the product or service you are selling
4. effective methods for closing sales and obtaining the customer's order
5. demonstrating your ability to give an effective sales presentation

Chapter Subheads

Personal Selling Defined
- Selling Is Persuasive Communication
- Selling Helps Customers Buy
- Effective Selling Concentrates on Customer Benefits
- Effective Selling Satisfies Wants

The Problem-Solving Process
- Realization of the Problem
- Search for a Solution
- Experimentation
- Action

The Buying Process
- Attention
- Desire
- Conviction
- Action

The Selling Process
- The Approach
- Presentation of the Merchandise
- Overcoming Customer Objections
- The Close of the Sale

Personal Selling and Other Forms of Promotion
- Selling and Advertising
- Selling and Sales Promotion
- Selling and Publicity
- Selling and Display

Marketing in Action—Best Salespeople Know Their ABCs (Always Be Closing)
Twenty marketing terms, undefined. Five questions for discussion. Four minicases.

Illustrations/graphs/tables include the problem-solving, selling, and buying processes.

Instructional Planner for Chapter 15, Advertising

The following elements are addressed in Chapter 15:
(l) Principles of Marketing
  (8) Promotional Mix
    (C) identify various kinds of nonpersonal selling

Comments: This is the third chapter in Part 5, Communicating Effectively in Marketing.

INDICATORS OF CHAPTER 15 CONTENT

Chapter Goals concern:

1. the role of advertising in the promotional mix
2. how advertising creates demand
3. the functional classifications of advertising
4. the market classifications of advertising
5. evaluating and selecting the proper medium to carry the advertising message

Chapter Subheads

The Importance of Advertising
  • Advertising is Mass Selling • Advertising Aids Personal Selling • Advertising Creates a Company Image
Functional Classifications of Advertising
  • National and Local Advertising • Primary-Demand and Selective-Demand Advertising • Direct-Action and Indirect-Action Advertising • Product Advertising and Institutional Advertising
Market Classifications of Advertising
  • Consumer Advertising • Trade Advertising • Industrial Advertising • Professional Advertising
Creation of Advertising
  • The Advertising Agency • The Advertising Department • Media Specialists
Types of Media
  • Newspapers and Magazines • Television and Radio • Other Advertising Media
Selecting the Media
  • The Market • The Product • The Selling Appeal • Location of Retail Outlets

Marketing in Action—Teens Respond to TV Ads That Are Funny and Clever
Thirty-nine marketing terms, undefined. Five questions for discussion. Five minicases.

Illustrations feature advertisments only.

Instructional Planner for Chapter 16, Sales Promotion and Public Relations

The following elements are addressed in Chapter 16:
(l) Principles of Marketing
  (8) Promotional Mix
    (C) identify various kinds of nonpersonal selling

Comments: This is the fourth and last chapter in Part 5, Communicating Effectively in Marketing.

INDICATORS OF CHAPTER 16 CONTENT

Chapter Goals concern:

1. the role played by sales promotion in the promotional mix
2. the four functions of sales promotion
3. elements in effective point-of-purchase materials
4. the role played by direct mail
5. how sales promotion is used by manufacturers and retailers to promote the sale of their products
6. the role played by public relations in the promotional mix
7. the process a firm uses to gain favorable publicity

Chapter Subheads

The Importance of Sales Promotion
  • How Sales Promotion Is Used • Sales Promotion and the Promotional Mix • Functions of Sales Promotion
Sales Promotion by Manufacturers
  • Consumer Sales Promotion • Dealer Sales Promotion • Brand Names and Trademarks as Sales Promotion
Sales Promotion by Retailers
  • Point-of-Purchase Materials • The Package as Point-of-Purchase Promotion
Direct Mail
  • Sales Letters • Catalogs • Statement Stuffers • Circulars
Specialty Sales Promotion Items
  • What Is Specialty Advertising? • Types of Specialty Advertising • The Role of Specialty Advertising
Public Relations
  • Obtaining Good Publicity • Writing Effective Press Releases

Marketing in Action—Schick's Hoop Fest Targets College Crowd
Nineteen marketing terms, undefined. Five questions for discussion. Five minicases.

Illustrations/graphs/tables include a trade advertisement for retailers; photographic examples of the forms of promotion; and a sample press release.

Instructional Planner for Chapter 17, Marketing Planning

The following elements are addressed in Chapter 17:

(l) Principles of Marketing
- (4) New Product Ideas
  - (A) understand how new products are developed
- (5) Product Pricing
  - (B) determine factors affecting price
  - (D) explain various pricing strategies
- (9) Marketing Management
  - (B) investigate how marketing plans are developed
- (10) Career Planning
  - (B) develop a tentative career plan
  - (D) develop an educational and training plan to accomplish the career plan selected

Comments: This is the first chapter in Part 6, Managing the Marketing Function.

INDICATORS OF CHAPTER 17 CONTENT

Chapter Goals concern:

1. defining *marketing planning*
2. why marketing planning is important
3. the six steps in the marketing planning process
4. what is included in each of the six steps of the marketing planning process
5. how marketing planning can be used to develop a personal marketing plan

Chapter Subheads

The Purposes of the Marketing Plan
Steps in the Marketing Planning Process
- Step 1: Understanding the Mission or Overall Purpose of the Business
- Step 2: Analyzing Current Market Status
- Step 3: Determining Future Marketing Objectives
- Step 4: Identifying and Developing Marketing Strategies to Achieve Desired Objectives
- Step 5: Developing an Action Plan to Carry Out the Strategies
- Step 6: Evaluating the Success of the Marketing Plan

Writing the Actual Marketing Plan
Marketing Strategy and the Product Life Cycle
- Product • Price • Place • Promotion

Developing a Marketing Plan for Yourself
- Developing Your Mission Statement • Analysis • Determining Your Future Marketing Objectives • Identifying and Developing Your Marketing Strategies

Marketing in Action—Gillette Plans Three-Prong U.S. Marketing Blitz for Upscale Pens
Fourteen marketing terms, undefined. Five questions for discussion. Five minicases.

Illustrations/graphs/tables include example of a mission statement; examples of specific marketing objectives; and an action plan for a retail sporting goods store.

Instructional Planner for Chapter 18, Computers in Marketing

The following elements are addressed in Chapter 18:
(l) Principles of Marketing
  (3) Marketing Research
    (B) determine the methods of collecting data
    (C) describe how market research information may be interpreted

Comments: This is the second chapter in Part 6, Managing the Marketing Function.

INDICATORS OF CHAPTER 18 CONTENT

Chapter Goals concern:

1. the importance of computers in marketing
2. the differences between a mainframe computer, a minicomputer, and a microcomputer or personal computer
3. common computer applications in business
4. computer applications included in a marketing information system
5. computer skills that would be useful in a marketing career

Chapter Subheads

The Importance of Computers in Marketing
- Classifcation of Computers
- Major Computer Applications in Business
- Computer Applications in Marketing
- Basic Computer Skills

The Future of Computers in Marketing

Marketing in Action—Computers Help Small Agencies Compete with the "Big Guys"
Twelve marketing terms, undefined. Six questions for discussion. Two minicases.

Illustrations/graphs/tables include word processing examples; a spreadsheet; a customer database; networking; and a marketing information system.

Instructional Planner for Chapter 19, Marketing Management

The following elements are addressed in Chapter 19.
(l) Principles of Marketing
  (9) Marketing Management
    (A) explore the role of marketing management in achieving business goals
    (C) discuss the organization of marketing department staff

Comments: This is the third and last chapter in Part 6, Managing the Marketing Function.

INDICATORS OF CHAPTER 19 CONTENT

Chapter Goals concern:

1. the five marketing management functions
2. how a marketing manager manages people, ideas, time, money, and materials
3 why effective communication is critical to the marketing manager
4. steps in the management problem-solving process
5. strategies the marketing manager can use in motivating employees
6. how the marketing concept influences modern marketing

Chapter Subheads

What Is Marketing Management?
- Your Management Functions
- What You Manage
- Managing Is Communicating Effectively
- Managing Is Solving Problems
- Managing Is Motivating Others

The Marketing Management Team
- The Relationship of Marketing to Other Departments
- The Marketing Department

The Marketing Concept Revisited
- Marketing Is Consumer Oriented
- Marketing Is Dynamic

Marketing in Action—Globalization, Technology to Be 21st Century's Major Influences
Sixteen marketing terms, undefined. Eleven questions for discussion. Two minicases.

Illustrations/graphs/tables include how the management functions are related; organization of top company officers; and organization of typical marketing department.

Instructional Planner for Chapter 20, International Marketing

The following elements are addressed in Chapter 20.

(I) Principles of Marketing
  (4) New Product Ideas
    (A) understand how new products are developed
    (B) describe how new products are tested
  (5) Product Pricing
    (B) determine factors affecting price

Comments: This is the first chapter in Part 7, Special Topics in Marketing.

INDICATORS OF CHAPTER 20 CONTENT

Chapter Goals concern:

1. importance of international marketing to the individual, the nation, and the firm
2. the reasons why a firm might become involved in international marketing
3. methods used by firms to engage in international marketing
4. the procedure to be followed when beginning a marketing program in a foreign country

Chapter Subheads

International Marketing Defined
The Importance of International Marketing
- Importance to the Individual
- Importance to the Nation
- Importance to the Firm

Assessing Foreign Markets
- Political and Legal Considerations
- Economic Conditions
- Social and Cultural Considerations
- Available Distribution Systems

Methods of Entering Foreign Markets
- Indirect Exporting
- Direct Exporting
- Licensing
- Joint Ventures
- Direct Investment

International Marketing Strategy
- Determining the Market or Markets to be Served
- Deciding What Product to Offer
- Pricing the Product
- Promoting the Product
- Distributing the Product

Barriers to International Trade

Marketing in Action—Mitsubishi to Market Winnebagos in Japan
Twenty marketing terms, undefined. Seven questions for discussion. Four minicases.
Illustrations are photographs only.

Instructional Planner for Chapter 21, Marketing and Society

The following elements are addressed in Chapter 21.

(l) Principles of Marketing
  (4) New Product Ideas
    (C) explain product life cycle
    (D) explore product branding, labeling, and packaging strategies
  (5) Product Pricing
    (D) explain various pricing strategies

Comments: This is the second chapter in Part 7, Special Topics in Marketing.

INDICATORS OF CHAPTER 21 CONTENT

Chapter Goals concern:

1. attacks being made on marketing
2. the response of marketing to these attacks
3. major environmental concerns of marketing
4. marketing's social responsibilities
5. major ethical questions facing marketing professionals

Chapter Subheads

Attacks on Marketing
- Marketing Costs Too Much
- Marketing Causes Consumers to Buy Things They Don't Want or Need
- Children's Television Advertising is Misleading
- Marketing Causes Products to Become Obsolete
- Advertising and Packaging Are Deceptive
- Marketing Uses High-Pressure Selling Tactics

Marketing and the Environment
- Packaging Materials
- Air Pollution
- Toxic Products
- Water Pollution

Consumerism and Marketing

Marketing's Social Responsibilities
- The Marketing Concept and Social Needs

Ethical Considerations in Marketing
- Ethical Practices in Product Development and Management
- Ethical Practices in Promotion
- Ethical Practices in Distribution
- Ethical Practices in Pricing

Marketing in Action—Consumers Have a Right to Judge Marketers by Their Social Policies
Seven marketing terms, undefined. Five questions for discussion. Four minicases.

Illustrations/graphs/tables include a copy of the American Marketing Association code of ethics.

Instructional Planner for Chapter 22, Legal Aspects of Marketing

The following elements are addressed in Chapter 22.
(l) Principles of Marketing
  (5) Product Pricing
    (A) understand pricing as a marketing strategy
    (B) determine factors affecting price

Comments: This is the third and last chapter in Part 7, Special Topics in Marketing.

INDICATORS OF CHAPTER 22 CONTENT

Chapter Goals concern:

1. the need for regulation of marketing
2. laws designed to promote competition
3. laws controlling price
4. laws designed to protect the consumer
5. types of regulation imposed on business by local and state governments

Chapter Subheads

Legislation Designed to Promote Competition
- Legislation Designed to Prevent Monopolies
- The Regulation of Pricing
- The Regulation of Channels of Distribution
- The Regulation of Promotion

Consumer Protection
- The Food and Drug Act
- The Federal Meat Inspection Act
- The Magnuson-Moss Warranty Act
- The Truth-in-Lending Act
- The Consumer Product Safety Act

Local and State Regulation of Business
- Local Control
- State Regulation

Marketing in Action—Lawmakers Urge Federal Ban on Unsolicited Fax Ads
Twenty-seven marketing terms, undefined. Five questions for discussion. Four minicases.

Illustrations are photographs only.

Section Four

Essential Element Sheets for Principles of Marketing

- This section is for teachers who base instruction on essential elements rather than chapters. It identifies content in the text that best addresses specific elements.
- Teachers who base instruction on chapters may also find it useful because it shows how each chapter addresses an element.
- A separate set of sheets is provided for each element and all of its subelements, because they often need to be analyzed together.
- Each sheet cites chapters and the objectives most closely related to the essential element.

Note: All sheets may be copied.

Essential Element (1) The Marketing Process

Comment: (1)(A)(B)(C)(D) should be considered together in planning and presenting instruction because they are closely related. In the text they are addressed by Chapters 1-3.

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition*. Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) define *marketing*

Chapter 1, Marketing: An Overview

1. definition of *marketing*

Subelement (B) understand the marketing concept

Chapter 1, Marketing: An Overview

2. marketing concept

Subelement (C) identify the functions of marketing

Chapter 2, Marketing Functions and Careers

1. nine major marketing functions

Chapter 3, The Environment of Marketing

1. external environment with which marketer deals
2. how internal environment influences the way the marketer plans and performs the marketing functions

Subelement (D) analyze the marketing mix

Chapter 1, Marketing: An Overview

4. the five Ps of the marketing mix

Essential Element (2) Characteristics of the Marketplace

Comment: (2)(A)(B)(C)(D) should be considered together in planning and presenting instruction because they are closely related. Chapters 2, 4, 6, and 7 have relevant objectives and/or content. Chapter 2 is also highly significant in career planning [essential element (10)].

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition*. Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) identify the types of goods

Chapter 7, The Product and Its Life Cycle

1. difference between the physical product, the real product, and the extended product
3. classifying consumer products according to how they are bought by consumers
4. classifying industrial products according to how they are used by industrial customers

Subelement (B) define the types of businesses

Chapters with content related to this essential element are those for which objectives are listed below.

Chapter 2, Marketing Functions and Careers

2. occupational specialty areas included in marketing

Subelement (C) explain the concept of target markets and market segmentation

Chapter 6, Segmenting the Market

1. identifying a target market
2. segmenting a market in order to determine the proper target market
3. major characteristics of the consumer and industrial markets

Subelement (D) understand what motivates consumers to buy

Chapter 4, Buyer Behavior

1. what causes human behavior
2. how the society in which we live influences our behavior
3. the industrial buying process

Essential Element (3) Marketing Research

Comment: (3)(A)(B)(C) should be considered together in planning and presenting instruction because they are closely related. Chapters 5 and 18 are most significant to them, with Chapter 5 related to all three subelements, and Chapter 18 to two of them.

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition*. Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) analyze marketing problems

Chapter 5, Marketing Research

1. marketing research
2. importance of marketing research

Subelement (B) determine the methods of collecting data

Chapter 5, Marketing Research

3. examples of primary and secondary sources of marketing information
4. six or more types of marketing research
5. six steps in a carefully planned and executed marketing research project

Chapter 18, Computers in Marketing

3. common computer applications in business

Subelement (C) determine how market research information may be interpreted

Chapter 5, Marketing Research

5. six steps in a carefully planned and executed marketing research project

Chapter 18, Computers in Marketing

3. common computer applications in business

Essential Element (4) New Product Ideas

Comment: (4)(A)(B)(C)(D)(E) should be considered together in planning and presenting instruction because they are closely related. Six chapters—7, 8, 16, 17, 20, and 21—are involved.

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition*. Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) understand how new products are developed

Chapter 7, The Product and Its Life Cycle

1. difference between the physical product, the real product, and the extended product
2. performing a benefits analysis on a product
3. classifying consumer products according to how they are bought by consumers
4. classifying industrial products according to how they are used by industrial customers

Chapter 17, Marketing Planning

3. the six steps in the marketing planning process
4. what is included in each of the six steps of the marketing planning process

Chapter 20, International Marketing

4. procedure to be followed when beginning a marketing program in a foreign country

Subelement (B) describe how new products are tested

Chapter 16, Sales Promotion and Public Relations

1. role played by sales promotion in the promotional mix
2. four functions of sales promotion
5. how sales promotion is used by manufacturers and retailers to promote the sale of their products

Chapter 20, International Marketing

4. procedure to be followed when beginning a marketing program in a foreign country

Subelement (C) explain product life cycle

Chapter 7, The Product and its Life Cycle

Although a specific goal is not given, content includes information on stages of the product cycle.

Subelement (D) explore product branding, labeling, and packaging strategies

Chapter 7, The Product and Its Life Cycle

5. the marketing role played by the brand name of the product
6. the marketing role played by the package containing the product

1. attacks being made on marketing
2. response of marketing to these attacks
5. major ethical questions facing marketing professionals

Subelement (E) recognize that services are products

Chapter 8, Marketing in Service and Nonprofit Organizations

1. services
2. differences between personal and business services
3. growth of the service industry in the United States
4. marketing strategy for services
5. job opportunities in the service industry

Essential Element (5) Product Pricing

Comment: (5)(A)(B)(C)(D) should be considered together in planning and presenting instruction because they are closely related. The chapters are 1, 2, 9, 17, 20, 21 and 22. Chapters 1 and 2 will probably have been covered earlier, for (1) The Marketing Process. Chapters 17, 20, and 21 are also related to (4) new product ideas.

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition.* Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) understand pricing as a marketing strategy

Chapter 1, Marketing: An Overview

4. the five Ps of the marketing mix

Chapter 22, Legal Aspects of Marketing

3. laws controlling price

Subelement (B) determine factors affecting price

Chapter 9, Pricing for Profit

2. what price means to the consumer and the industrial buyer
3. five types of discounts given to industrial buyers
4. effect of demand on price
5. determining retail price when given cost and markup percentage
6. determining the break even point when given fixed costs and gross margin
7. four factors which marketers consider in determining price

Chapter 17, Marketing Planning

4. what is included in each of the six steps of the marketing planning process

Chapter 20, International Marketing

4. procedure to be followed when beginning a marketing program in a foreign country

Chapter 22, Legal Aspects of Marketing

1. need for regulation of marketing
3. laws controlling price

Subelement (C) identify the goals of pricing

Chapter 9, Pricing for Profit

1. the role played by price in the marketing mix
2. what price means to the consumer and the industrial buyer
4. effect of demand on price

Subelement (D) explain various pricing strategies

Chapter 9, Pricing for Profit

1. the role played by price in the marketing mix
2. what price means to the consumer and the industrial buyer
3. five types of discounts given to industrial buyers
4. effect of demand on price
5. determining retail price when given cost and markup percentage
6. determining the break even point when given fixed costs and gross margin
7. four factors which marketers consider in determining price

Chapter 17, Marketing Planning

4. what is included in each of the six steps of the marketing planning process

Chapter 21, Marketing and Society

5. major ethical questions facing marketing professionals

Essential Element (6) Marketing Institutions

Comment: (6)A)(B)(C)(D) should be considered together in planning and presenting instruction because they are closely related. Only two chapters are involved, 11 and 12.

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition*. Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) recognize the characteristics of retailers

Chapter 12, Retailing

1. defining *retailing*
2. development of retailing in the United States from pre-Civil War days to the present
3. types of retail institutions
4. size and scope of retailing in the United States today
5. future directions and trends in retailing

Subelement (B) identify the characteristics of wholesalers

Chapter 11, Wholesaling

1 classification of wholesalers
2. functions performed by wholesalers
3. development of wholesaling in the United States
4. contrasting wholesalers with agent middlemen

Subelement (C) explain the characteristics of agents and brokers

Chapter 11, Wholesaling

4. contrasting wholesalers with agent middlemen

Subelement (D) determine the most suitable channel of distribution for products

Chapter 10, Channels of Distribution

1. how consumer goods get from producer to consumer
2. the channels of distribution used for industrial goods
3. the channels of distribution which would normally be used for the various classifications of consumer goods
4. determining whether a given classification of consumer goods should have intensive, selective, or exclusive distribution

Essential Element (7) Physical Distribution

Comment: (7)(A)(B) should be considered together in planning and presenting instruction because they are closely related. Only chapter 10 is involved. Chapter 10 is also related to (6)(D) on determining the most suitable channel of distribution for products.

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition*. Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) investigate the various modes of transportation used to move products

Chapter 10, Channels of Distribution

5. major methods of transporting goods and the advantages of each method

Subelement (B) discuss storage and warehousing of products

Chapter 10, Channels of Distribution

6. why storage is an important marketing activity

Essential Element (8) Promotional Mix

Comment: (8)(A)(B)(C) should be considered together in planning and presenting instruction because they are closely related. Chapters 13, 14, 15, and 16 are involved.

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition*. Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) understand the importance of promotion in stimulating product demand

Chapter 13, The Promotional Mix

1. defining *promotion*
2. the five elements of the promotional mix
3. four factors which affect the promotional mix
4. four retail promotional methods
5. three limitations of retail promotion

Subelement (B) understand personal selling as a method of promotion

Chapter 14, Personal Selling

1. role played by personal selling in the promotional mix
2. approaching customers using an effective sales approach
3. overcoming a customer's objections to the product or service you are selling
4. effective methods for closing sales and obtaining the customer's order
5. demonstrating your ability to give an effective sales presentation

Subelement (C) identify various kinds of nonpersonal selling

Chapter 15, Advertising

1. the role of advertising in the promotional mix
2. how advertising creates demand
3. the functional classifications of advertising
4. the market classifications of advertising
5. evaluating and selecting the proper medium to carry the advertising campaign

Chapter 16, Sales Promotion and Public Relations

1. role played by sales promotion in the promotional mix
2. four functions of sales promotion
3. elements in effective point-of-purchase materials
4. the role played by direct mail

5. how sales promotion is used by manufacturers and retailers to promote the sale of their products
6. the role played by public relations in the promotional mix
7. the process a firm uses to gain favorable publicity

Essential Element (9) Marketing Management

Comment: (8)(A)(B)(C) should be considered together in planning and presenting instruction because they are closely related. Chapters 13, 14, 15, and 16 are involved.

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition*. Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) explore the role of marketing management in achieving business goals

Chapter 19, Marketing Management

1. the five marketing management functions
2. how a marketing manager manages people, ideas, time, money, and materials
3. why effective communication is critical to the marketing manager
4. steps in the management problem-solving process
5. strategies the marketing manager can use in motivating employees
6. how the marketing concept influences modern marketing

Subelement (B) investigate how marketing plans are developed

Chapter 17, Marketing Planning

1. defining *marketing planning*
2. why marketing planning is important
3. the six steps in the marketing planning process
4. what is included in each of the six steps of the marketing planning process
5. how marketing planning can be used to develop a personal marketing plan

Subelement (C) discuss the organization of marketing department staff

Chapter 19, Marketing Management

2. how a marketing manager manages people, ideas, time, money, and materials

Subelement (D) understand that reducing business risk is a major goal of business

Chapter 2, Marketing Functions and Careers

1. nine major marketing functions

Essential Element (10) Career Planning

Comment: (10)(A)(B)(C)(D) should be considered together in planning and presenting instruction because they are closely related. Chapters 2 and 17 have content related to this element, with some other information in other chapters, such as Chapter 8. An alternate approach is to teach this element throughout the semester, when appropriate. For example, students could start early with (10)(A) to look for sources of information, but the rest of the subelements could be covered as their knowledge base grew. Subelement (D) could be covered toward the last of the semester.

Resources for Content and Strategies

State-adopted Textbook, with support material:

(1) Palmer and Stull, *Principles of Marketing, Second Edition*. Chapters with content related to this essential element are those for which objectives are listed.

Subelement (A) learn the sources for securing marketing career information

Chapter 2, Marketing Functions and Careers

2. occupational speciality areas included in marketing
3. five levels of marketing occupations
4. career opportunities in marketing
5. qualifications required for a successful career in marketing
6. opportunities provided by marketing careers

Chapter 8, Marketing in Service and Nonprofit Organizations

5. job opporrtunities in the service industry
6. marketing in nonprofit organizations

Subelement (B) develop a tentative career plan

Chapter 17, Marketing Planning

5. how marketing planning can be used to develop a personal marketing plan

Subelement (C) examine the educational needs for achievement of the career selected

Chapter 2, Marketing Functions and Careers

4. career opportunities in marketing
5. qualifications required for a successful career in marketing
6. opportunities provided by marketing careers

Subelement (D) develop an educational and training plan to accomplish the career plan selected

Chapter 17, Marketing Planning

5. how marketing planning can be used to develop a personal marketing plan

Essential Elements Common to ME courses

These elements are not specifically required for Principles of Marketing. They may be covered in another course.

Essential Element (1) Leadership Concepts and Skills

Comments: Additional sources of content/strategies have been identified for these because they are often taught through youth organizations, or by using specialized materials.

Subelement (A) demonstrate skills, characteristics, and responsibilities of leaders and effective group members

For useful student and teacher materials for this subelement, see National DECA, as well as the following publications from EIMC-Educational Resources.

Destination Leadership, for developing leadership skills in the classroom or in schoolwide retreats in vocational settings and/or general education settings
Your Attitude Is Showing
Preparing to Succeed in Marketing

Subelement (B) demonstrate a knowledge of parliamentary procedure principles

For useful student and teacher materials for this subelement, see National DECA, as well as the following publication/CAI set from EIMC-Educational Resources.
Parliamentary Procedure—student manual, answer book/tests, and software sets

Subelement (C) plan and conduct leadership activities

For useful student and teacher materials for this subelement, see National DECA, as well as the following publications/CAI sets from EIMC-Educational Resources.

Destination Leadership, for developing leadership skills in the classroom or in schoolwide retreats in vocational settings and/or general education settings
Your Attitude Is Showing
Preparing to Succeed in Marketing

Subelement (D) prepare for effective citizenship and for participation in our democratic society

For useful student and teacher materials for this subelement, see National DECA, as well as the following publications/CAI sets from EIMC-Educational Resources.

Destination Leadership, for developing leadership skills in the classroom or in schoolwide retreats in vocational settings and/or general education settings
Your Attitude Is Showing
Preparing to Succeed in Marketing

Essential Element (4) Safety and Safe Working Conditions

Identify and apply safe working practices to all training situations

Manuals for co-op students from EIMC-Educational Resources for use by co-op students often include information on safety. Safety information in the following manuals might be useful for class instruction as well as individualized study:

Basic Visual Merchandising
Fast Food Marketing
Food Service Management
General Merchandising
Home Improvement Center Retailing
Physical Distribution
Supermarket Customer Service

Also Available from Educational Resources/EIMC/UT-Austin

Job-related Manuals for Co-op Situations

New Format Series, with Answer Book/Teacher's Guides That Include Information for Planning Co-op Training

Advertising Basics and Careers, Student's Manual (DE 820 S)
Answer Book/Teacher's Guide (DE 820 A)
Apparel Marketing, Student's Manual (DE 419 S)
Answer Book/Teacher's Guide (DE 419 A)
Basic Visual Merchandising, 2nd edition, Student's Manual (DE 821 S)
Answer Book/Teacher's Guide (DE 821 A)
Food Service Management, 2nd edition, Student's Manual (DE 608 S)
Answer Book/Teacher's Guide (DE 608 A)
General Merchandising, 2nd edition, Student's Manual (DE 819 S)
Answer Book/Teacher's Guide (DE 819 A)
Home Improvement Center Retailing, Student's Manual (DE 316 S)
Answer Book/Teacher's Guide (DE 316 A)
Marketing Fibers and Fabrics, Student's Manual (DE 418 S)
Answer Book/Teacher's Guide (DE 418 A)
(A CAI set for this title for use on Apple II is also available.)
Physical Distribution, Revised, Student's Manual (DE 818 S)
Answer Book/Teacher's Guide (DE 818 A)
Supermarket Customer Service, Student's Manual (DE 604 S)
Answer Book/Teacher's Guide (DE 604 A)
Produce Photo Album available for use with this manual (DE 605 R)
Supermarket Merchandising, Student's Manual (DE 606 S)
Answer Book/Teacher's Guide (DE 606 A)
Supermarket Special Departments, Student's Manual (DE 607 S)
Answer Book/Teacher's Guide (DE 607 A)
Tourism and Hospitality Marketing, Student's Manual (DE 333 S)
Answer Book/Teacher's Guide (DE 333 A)

Manuals and Answer Books in the Previous Series

For occupations in appliance marketing, automotive and accessories marketing, business and personal services, convenience store operations, financial services marketing, food marketing, food service marketing, furniture marketing, shoe sales marketing, hardware selling, home and office products marketing, industrial marketing, jewelry and gift store marketing, wholesale marketing, specialty marketing, home entertainment equipment marketing, service station marketing, and travel services marketing.

Of Special Interest

Mathematics: Essential to Marketing. The 34 assignments in the Student's Manual (DE 116 S) cover math from addition and subtraction through ratios and equations used by management to judge success of a business. A Teacher's Guide (DE 116 C) includes practice problems to be copied, answers, and other features.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs of activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.